DOCUMENT RESUME

ED 172 890 **JC 790 440**

TITLE	Foster Parent Training Project: Final Report.
INSTITUTION	California Community Colleges, Sacramento. Office of the Chancellor.
SPONS AGENCY	Social and Rehabilitation Service (DHEW), Washington, D.C.
PUB DATE	15 Jul 79
NOTE	132p.; For a related document, see JC 790 288
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Child Rearing; Child Welfare; Community Colleges; *Community Education; Educational Programs; *Family Life Education; *Foster Family; *Junior Colleges; Program Development; *State Programs; Workshops
IDENTIFIERS	California; *Foster Parent Training Project; *Parenting

ABSTRACT

In 1978, the California State Department of Social Services issued a contract to the Los Rios Community College District to develop training programs for foster parents, prospective foster parents, and agency workers throughout California. Twenty-one California community colleges participated in the Foster Parent Training Program (FPTP) in Spring, 1979. Each college structured its program differently, some utilizing workshops and mini-courses, others offering quarter-long certificate programs. Course topics, covering a wide range, included parent effectiveness training; discipline; communication skills; alcohol, drug, and child abuse; dealing with behavior problems; and the role of community licensing and support agencies. Evaluation reports, compiled at the conclusion of the Spring program, are presented for each participating college. They outline planning and implementation strategies, participant recruitment activities, course descriptions, and final evaluations. Appendices list state advisory committee members, project directors at each site, and course and participant statistics. Also appended are selected samples of course announcements, course outlines, and bibliographic and audiovisual materials, as well as survey and evaluation forms used at some of the colleges. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED172890

CALIFORNIA COMMUNITY COLLEGES

Chancellor's Office
SACRAMENTO

FOSTER PARENT TRAINING PROJECT

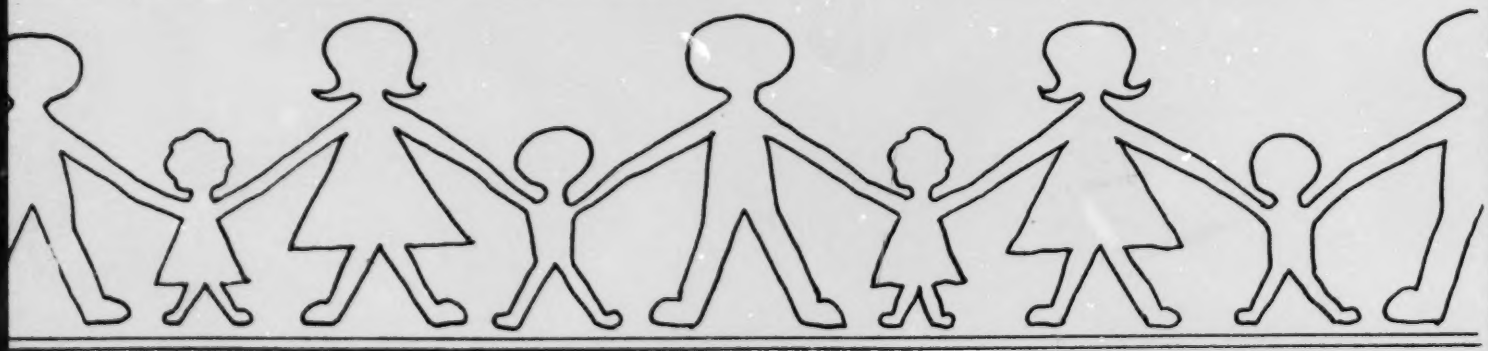
JC 790 440

FINAL REPORT
JULY 15, 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Off. of the Chancellor
Calif. Comm. Colleges
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



FOSTER PARENT TRAINING PROJECT

CALIFORNIA COMMUNITY COLLEGES
Chancellor's Office
1238 "S" Street
Sacramento, California

TABLE OF CONTENTS

	Page
Project Background.	1
Community College Projects.	3
Project Director's Summary and Observations	65.
Appendices	
Appendix A - State Advisory Committee.	67
Appendix B - Project Directors	69
Appendix C - Course Data	70
Appendix D - Participant Data.	74
Appendix E - Course Announcements, Course Outlines (Selected)	80
Appendix F - Survey Forms. (Selected)	97
Appendix G - Evaluation Forms. (Selected)	103
Appendix H - Permanent Materials	113
Appendix I - Certificates.	117

PROJECT BACKGROUND

On June 19, 1974, Social and Rehabilitation Service, Department of Health, Education and Welfare, awarded the Office of the Chancellor, California Community Colleges, a grant to plan, develop, and implement a program of Foster Parent In-Service Training at eight community colleges representing differing demographic environments. The colleges involved were American River College (Sacramento), Cabrillo College (Santa Cruz), Compton Community College (Los Angeles), East Los Angeles College, San Francisco Community College District, San Diego Community College District, Shasta College (Redding), and Yuba College (Marysville).

On completion of the project on August 15, 1975, the Chancellor's Office project had served 1,324 separate foster parents, foster care workers, and prospective foster parents, of which 933 were Caucasian, 174 Black, 180 Mexican-American, and 37 Other.

During the 1976-77 year, the Chancellor's Office, utilizing Title XX Training funds, provided ongoing statewide coordination and technical assistance to twenty-five community colleges. The colleges provided foster care training for approximately 1,500 foster parents and 300 foster care workers. These offerings have ranged from a one-day workshop on "The Plan for Placement" at East Los Angeles College to a 25-quarter unit certificate program at Chaffey College in San Bernardino County.

On December 27, 1978, the State Department of Social Services issued Contract #38060 to the Los Rios Community College District for the training of foster parents, prospective foster parents and agency workers throughout the State of California. The contract stated that training was to be provided for foster parents in fifteen community colleges throughout the state. The contract specified that each participating college was to receive $1,550.00 to develop, refine and implement training programs. The term of the contract was from December 27, 1978 to June 30, 1979.

On January 10, 1979, Paul W. Brown was appointed project director and Lucile Sands was appointed assistant director by the Los Rios Community College District.

PLANNING AND IMPLEMENTATION

Because of the limited duration of the contract, there was not time to do long range planning. The project had to be quickly implemented in order to give the selected colleges a chance to offer a program in their communities during the spring of 1979.

On January 22, 1979, Gus Guichard, Executive Vice Chancellor of the Chancellor's Office, California Community Colleges, sent a letter to the Deans of Instruction of all one hundred and six community colleges within the state, inviting them to participate in the Foster Parent Training Project. Twenty-Eight colleges contacted the Chancellor's Office, expressing interest in participating in the project.

Because the project started in January 1979 instead of July 1, 1978, there were surplus funds in some of the contract budget categories, such as wages and employee benefits for the project director and assistant director. With the approval of the Department of Social Services, these surplus dollars were used to fund six additional colleges. Twenty-one colleges have participated during the spring of 1979. We feel that this was an excellent utilization of the project monies to be able to assist twenty-one colleges instead of the proposed fifteen colleges.

Several colleges declined to participate because of inadequate time to develop their program. Many other colleges were not interested in this year's project because of the limited duration of the project and/or the small amount of funding provided by this year's grant. These colleges expressed interest if the project is adequately funded for a year or more in the 1979-80 school year. It has become very apparent that community colleges are interested and able to provide foster parent training, and many more would become interested if the project could be more long range.

Since the projects inception, the project director and assistant director have been in contact with all of the participating colleges by telephone and by on-campus visits. These meetings have been used to help the colleges develop a meaningful program for their communities that was initiated during the Spring of 1979. Each college set up an advisory committee, made up of foster parents, agency workers and college personnel, to assist in the development of their program.

Each college structured its program differently - some colleges had one course composed of a set number of sessions, some colleges held workshops throughout the spring, and others held a number of mini-courses. The subject matter of these classes, the manner in which students were recruited and the techniques used to present the material, varied greatly from campus to campus.

A statewide advisory committee on Foster Care Development has been convened by the Chancellor's Office to assist the project staff in evaluating the present program and planning future developments (see Appendix A). The first meeting was held on May 30, 1979 at the Chancellor's Office and overall support of the project goals and efforts were expressed.

On June 21, 1979, the Foster Care Development Symposium was held at Sacramento City College. The main effort of this informative session was to present the ideas for the future foster care proposal and gather input from California Community Colleges, County Welfare Departments, the State Department of Social Services, and community members about the program. The Symposium was very successful and well-attended by representatives of the above-named groups. A brief overview of the new proposal was given to participants to review. During the next month, work will be done to finalize the new proposal and submit it to the State Department of Social Services.

BAKERSFIELD COLLEGE

PLANNING AND IMPLEMENTATION

Bakersfield College became involved in the foster parent training program during the spring semester. The coordinator/instructor for the program, Pansy Collins, and the Family and Consumer Education Department chairor, Carol Sharpe, worked closely with representatives from various agencies to plan and implement the program. An advisory committee was formed during the initial planning stages as it was deemed advisable to get the foster parents and agency representatives involved from the ground level.

Members of the advisory committee decided to offer several short-term classes and Saturday workshops for foster parents and day care home providers. Emphasis for these classes would be on special education including fostering positive attitudes towards mainstreaming children with special needs with "regular" children. Comments were made by several of the foster parents that practically all the children placed in foster homes are children with special needs, especially in the affective domain.

RECRUITMENT OF PARTICIPANTS

The welfare department provided the college with address labels for all the foster parents in Kern County. Flyers advertising each class and workshop were mailed to the foster parents and the welfare department publicized the offerings in their monthly newsletter.

As it is felt that personal contact is the most effective means of recruitment, the advisory committee members and the instructor contacted several parents by phone to encourage their attendance.

COURSE DETAIL

The project was started off with a class entitled "Survey of Special Education". This course was designed to help foster parents and potential foster parents to recognize characteristics and to understand causes and methods of working with the handicapped. This class was offered one night a week, three hours a night for 18 weeks.

A mini-conference on mainstreaming was offered for persons involved with children with special needs. Emphasis was on providing information about the process of mainstreaming an exceptional child into a setting with other children. The workshop leaders also provided the participants with materials and activities to prepare the "normal" child to receive the new child with understanding, compassion and helpfulness.

It was decided that the first specific course offering should deal with the emotional needs of the foster child and how the foster parent might meet those needs. A workshop was scheduled for June 16 from 9:00 a.m. to 12 noon and a guest speaker from Kernview Mental Health Association presented the program.

This introduction was followed by a class on understanding the emotionally handicapped child that met for one week, 3 1/2 hours per day, from June 18-22. During this class students came to understand different aspects of the emotionally disturbed child, things to do with the child and ideas for handling problem behavior.

Another short-term class dealing with techniques for handling problem behavior was offered two afternoons a week for three weeks. Students learned how to cope with problem behavior and how to become effective positive parents (or surrogate parents).

A second workshop was held on Saturday, June 30th. This workshop provided an opportunity for parents to construct "teaching" games to be used at home with their foster children. This was a full-day workshop and 1/2 unit of credit was given.

FINAL EVALUATION

The courses/workshops that were offered were in response to requests from the advisory committee members. At this point the courses are not in a series of modules but are dealing with topics in specified need areas.

Assessment of the courses and workshops offered was based on informal discussion and observation by the instructor and project director. No written evaluations by the foster parents were required and no formal measuring devices were devised.

Conversations that took place between the instructor/foster parents and the foster parents amongst themselves were very valuable. Foster parents and potential foster parents shared ideas, concerns and experiences with each other and this proved to be very rich and a binding force for the classes. The foster parents have experienced many frustrations and problems in their roles and it is important that these concerns be aired and discussed so that persons can receive help in resolving conflicts.

FUTURE PLANNING

As was found with a former foster parent project, it was difficult getting people to attend the initial sessions. It was found that once people became involved in the project the enthusiasm grew and radiated to other potential participants.

During the next year emphasis will be on more active involvement by a larger number of foster parents and social workers. Also, specific modules will be developed on a variety of topics that can be conducted in several different settings. Emphasis will also be placed on a new type of delivery system in order to reach more of the foster (and/or potential) parents.

CERRITOS COLLEGE

PLANNING AND IMPLEMENTATION

Dearesteen Langdon was appointed as campus director of the Foster Parent Project at Cerritos College. Mrs. Langdon asked agency representatives, foster parents, and other interested participants to serve on the advisory committee. The group met twice during the 1977-78 School Year, and twice during the 1978-79 School Year. Part-time faculty and agency representatives met more often as needs arose.

Suggestions for possible areas of education for foster parents were suggested and discussed. Times, locations, lengths of meetings or classes, and possible child care were items that were presented and evaluated.

Mrs. Langdon contacted other community colleges that had presented workshops/classes, etc., and attended foster parent meetings to further understand the problems and needs.

During the Summer of 1977, a survey directed at foster parents was conducted (previous to the 1978-79 Foster Parent Training Project) in the area that Cerritos College services. This instrument assessed the needs of foster parents and gave Cerritos College a direction to follow. A sample of one hundred-fifty foster parents were surveyed. Responses were gathered and tabulated for the following areas:

General Background
Day, Time and Location
Reasons For Not Attending
Experience as Foster Parents
Age of Foster Parents
Course Topics

The four topics most mentioned out of thirteen were:

1. Methods & Building Self-esteem
2. Communication with Children
3. Legal Aspects of Foster Care
4. Alternative Ways to Discipline

This survey helped Cerritos College in future planning, but was not directly part of the 1978-79 Training Project. For this reason, additional statistics are not included with this report.

Topics for the May 5, 1979 Workshop were selected based upon this survey, the Advisory Committee, and responses from the on-going "Introduction to Foster Parent Education" class.

RECRUITMENT OF PARTICIPANTS

Recruitment of workshop participants was done via a flyer, sent to 1700 foster parents in a large area of Los Angeles County adjacent to Cerritos College. Information was sent out through agency representatives to staff members and through foster parent groups. Flyers were also left with schools and workshops that served a large number of foster children. Natural parents, as well as foster parents, were encouraged to attend.

The workshop had 70 participants from all the above efforts. Considering all, we felt this was good. It was a first time event for many of the parents, and was the first week-end of the gas problem in Southern California. Additional people phoned expressing an interest, but were unable to attend.

Recruitment for the classes was done through the regular college schedule, flyers to agency representatives to pass out, flyers left with any interested group, school workshop, all foster parent groups, and in regular college classes.

Recruitment and publicity is difficult, and new ideas need to be developed. A brief news release of the classes was published in the local papers.

COURSE DETAIL/ON-GOING EVALUATION AND REVISION

Using the goals and objectives as set out by the Advisory Committee and staff at Cerritos College as basic guidelines, input from the on-going classes was incorporated in future planning.

Evaluation during and at the end of the classes and workshop helped us for future planning. Foster parents' concerns and ideas were incorporated in with the original concept.

One problem in offering foster classes is the small numbers they enroll. Encouraging natural parents and regular college students to take the classes is very helpful for enrollment. The materials presented are very useful to anyone planning on working with exceptional children, and the high ratio of foster placements. Encouragement of future foster parents is helpful. All parents of teenagers are seeking additional answers to problems, so the class would benefit them. To make classes open ended enough to encourage additional enrollment is a strong suggestion for future programs and classes.

Course details of all four classes prepared by Cerritos College are included in the appendix.

Methods of instruction or presentation varied in the two classes during the Spring of 1979. This will continue with the two new classes depending on topics to be covered and the make-up of the group. A variety of methods were employed including lecture, role playing, demonstration, panel discussion, and small group discussion.

FINAL EVALUATION

1. Format and Structure

Cerritos College presented two options for inservice/education to foster parents during the 1978-79 Project.

First, a nine-week class entitled "Introduction to Foster Parent Education"

Second, a nine-week class entitled "Management Techniques for Learning Disabilities", stressing behavior modification.

Third, a one day workshop which offered the following topics:

1. Special Problems of Teen-agers
2. Alternative Methods of Discipline
3. Growing Up - Male & Female

The above two classes were prepared previously to the 1978-79 Project.

Two additional classes were prepared as part of the project - "Foster -Natural Parenting of Special Children" and "Foster-Natural Parenting of Teenagers."

Nine week classes fit in best with out college structure. All four classes are given for credit, they each run nine weeks, two hours weekly. This enables parents to gain information, meet others facing the same problems, and benefit from short term classes. At present, this shows to be an effective style of presentation. One night a week for two hours is best. Paid child care is available evenings on the Cerritos Campus, but none needed it during the Spring Semester.

2. Educational Objectives

The Advisory Committee and Cerritos College Faculty developed the educational objectives for the workshop and the classes.

Evaluations were done following both nine week classes presented. Excellent responses were made regarding both classes.

The workshop was also evaluated with very positive feedback from those attending.

3. Course Value to Participants

No formal devices for measuring the effects of any part of the program on participants were devised, other than post session evaluation forms. Cerritos staff based practical value of the programs on informal discussion, feedback, and observations.

We saw Foster Parents become more open in discussing problems. They found they were not "alone" in various situations, and found many common concerns. Open lines of communication were opened up between foster parents.

Later, discussions showed foster parents saying they had tried things discussed in previous sessions, and what results they had obtained. This was both in techniques dealing with foster children and natural parents.

Foster parents became aware of how to cope with different problems, and started to feel more comfortable in the knowledge they had the ability to do this.

Conflicts between foster parents and agency people were also brought out. Ways to obtain help from agency people were explored as well as legal rights of foster child and foster family, especially involving teen-agers.

Additional sources of help (outside service agencies) were presented, and foster parents were very pleased to learn other sources/agencies in the community they could utilize.

A Certificate of Completion for the five hour workshop was sent to all participants. This list with the time credit was also furnished to the agency from both the workshop and classes attended.

FUTURE PLANNING AND COMMENTS

Cerritos College plans to offer four courses for foster parents during the 1979-80 School Year. The courses will be: (1) Introduction to Foster Parent Education, (2) Management Techniques for Learning Disabilities, (3) Foster-Natural Parenting of Special Children, and (4) Foster-Natural Parenting of Teenagers.

If feasible, a second workshop will be offered to foster parents during the 1979-80 School Year.

Participation in the television consortium and application for funding under the Foster Parent Training Project will also be considered for the future.

CHABOT COLLEGE

PLANNING AND IMPLEMENTATION

The planning for a series of mini-courses for current and prospective foster parents began very shortly after notification of the grant award to Chabot College.

Three aspects of planning were carried out during late March and early April of this year:

1. There was a comprehensive review of all previously offered courses and workshops for foster parents with particular emphasis placed on reviewing course evaluations.

2. Recruitment of an Advisory Committee to assist in the planning operations. Committee composition to include college representatives, social service agency representatives and foster parents.

3. With the knowledge that Merritt College had also received the training grant, coordination was established quickly with Mardree Scott of Merritt to plan jointly the foster parent training activities to be offered by both colleges.

While all aspects of the planning process were helpful, the meeting with the Advisory Committee proved to be the most valuable. The committee consisted of two college representatives, six foster parents, three agency representatives and one individual subsequently employed as a part-time instructor by Chabot. Mrs. Scott, representing Merritt College also served on the committee. The consensus of the Advisory Committee was that while there are a number of areas where training is badly needed by foster parents, the shortness of time available for offering courses required that there be a sharp focus on those areas that are most critical. Specifically, the committee recommended that courses be developed in two areas:

1. Information and skills related to working with teenage foster children.

2. Information about child abuse and alternative forms of discipline and behavior management.

The decision was reached that Chabot College would offer a course on foster parenting the adolescent and Merritt College would offer a course focusing on the topic of child abuse and alternative forms of discipline. Furthermore, it was suggested by the committee that the grant provided an excellent opportunity to deliver specialized training to foster parents who are working with the children of incarcerated mothers at the Pleasanton Federal Correctional Facility. It was decided to offer three mini-courses for foster parents and incarcerated mothers. Finally, the committee recommended the offering of a one-day symposium and workshop to be offered by Chabot College and Merritt College.

RECRUITMENT OF PARTICIPANTS

The recruitment of foster parents for training courses has been historically a difficult process. Often, foster parent training classes are poorly attended due in part to the lack of accurate mailing lists of current foster parents in Alameda County. As implementation of the new courses began, representatives of Alameda County Social Services were extremely helpful in providing the college with a complete and up-to-date list of all foster parents in the county as well as the names of those who are expected to complete licensing shortly. A brochure describing the courses to be offered by Chabot College and a separate brochure describing the one-day symposium were prepared and sent out to all individuals on the mailing list. In addition, the President of the Foster Parent Association of Alameda County agreed to assist in promoting the courses. Course announcements were circulated by county caseworkers. Flyers describing the courses were posted at the college as well as in strategic locations in the community. Spot announcements concerning the upcoming courses were made on the Chabot College television station (cable) and radio. Unfortunately, we were not successful in obtaining newspaper publicity for any of the courses although press releases were sent to all major newspapers in Alameda County with adequate lead-time.

Since completion of the courses offered by Chabot and Merritt Colleges an additional mailing list has been compiled as well as a great deal of enthusiasm on the part of those who have completed the courses. Staff at Chabot and Merritt feel that the favorable reactions of foster parents taking courses this Spring will help our enrollments in future courses.

COURSE AND SYMPOSIUM DETAILS

Chabot College offered four instructional courses utilizing grant funds:

1. A six week one-unit course (three hours per week) entitled "Foster Parenting the Adolescent." This course was developed by Ms. Mary Lou Carson, part-time instructor in Administration of Justice at Chabot College, and a trainer and consultant in private practice. One goal of this course was to discuss with foster parents the developmental tasks associated with the physical, intellectual and psychosocial development of the adolescent. The emphasis in the course however, was upon discussion of specific problems raised by foster parents concerning adolescents. Ms. Carson was extremely effective in creating an environment in which foster parents could share problems they were experiencing and use the experiences of others in the group to provide useful suggestions.

   Midway in the course an evaluation was carried out in which participants indicated that they wanted to spend more time dealing with specific problems and developing strategies for dealing with problems. Ms. Carson responded to the suggestion.

2. A three week course (1/2 unit) was offered in Pleasanton, entitled, "Special Problems in Foster Parenting." This course was intended for foster parents who are working with the children of women incarcerated at the Pleasanton Federal Correctional Facility. The original suggestion for this course came from a request from two foster parents who are working with children of incarcerated mothers. This course was taught by Ms. Carson.

   On-going evaluation took the form of end-of-session critiques. From the very beginning however, foster parents taking this class indicated they were extremely satisfied and enthusiastic about the process and content of the course and felt that it was "right on the button." Content for the course focused upon understanding the nature of separation of child from his or her mother and understanding more effectively the penal system and the conditions of incarceration experienced by inmate mothers. During the last session there was particular emphasis placed upon working with the institution and working with the inmate mother specifically to develop the best possible relationship between the foster parent, the child and the natural mother.

3. The same course was offered concurrently for inmates at the Federal Correctional Facility in Pleasanton who have children currently in foster placement in Alameda County. The idea behind this course was to allow inmate mothers to have opportunity to discuss the same kind of problems that were being discussed by the foster parents of their children. Essentially the same content was covered in both courses but with the obvious change in focus between foster parents and the incarcerated mothers. This course was offered on-site at the Pleasanton Federal Correctional Facility.

4. The final course in the sequence was a 1/2 unit, three session course entitled "Advanced Foster Parenting," and was attended by both foster parents and inmate mothers at the Federal Correctional Facility. The purpose of this course was to bring these two groups together to explore the kinds of problems and concerns associated with their special circumstances. The instructor, Ms. Carson, was especially effective in this course in allowing ample opportunity for discussion and clarification of problems associated with foster parenting the children of incarcerated mothers.

Instructional methods used routinely in all of the courses included informal lecture and discussion. At all times the emphasis was upon providing a climate wherein serious and frank discussion would take place.

The one-day symposium offered by Chabot College was entitled "Foster Parenting: Much Done and Much to Do." The symposium began with a keynote presentation by Sheri Glucoff-Wong (MSW), a licensed clinical social worker in private practice. Ms. Glucoff-Wong's presentation was designed to provide ample recognition to foster parents for the extensive contributions they have made to the welfare of children, and to point out as well, that

the continued success of foster parenting requires an ever greater emphasis upon training. Two workshops were offered led by Ms. Linda Barde, instructor in Developmental Disabilities at Chabot College and focusing on the theme of understanding children with developmental disabilities and Mr. David Warren, counselor-teacher and Marriage/Family Child Counselor in private practice. Mr. Warren's workshop focused on the theme of Assertive Parenting. A third presentation was offered by Ms. Cathy Nelson, staff member of the National Council on Crime and Delinquency who, along with a group of inmates from the Pleasanton Federal Correctional Facility, presented a description of the children's center at the prison and the need for more foster parents to work with the children of incarcerated mothers.

While the attendance at the one-day symposium was far below expectation (13) those present felt that the symposium was extremely valuable and of great worth to both current as well as prospective foster parents. In reviewing the symposium with particular emphasis as to why the attendance was so low, it was noted that there was no newspaper publicity for the symposium, nor were the press releases sent to radio and television stations aired.

This feedback was extremely helpful to Ms. Scott who was then in the planning stage for the same symposium to be offered on June 12th at Merritt College. Other suggestions involved providing child care and some sort of lunch arrangement. Both suggestions were incorporated into the Merritt College presentation.

This feedback episode provided an excellent example of the value of close planning and coordination between institutions offering foster parent training. While the staff at Chabot College was understandably disappointed at the low turnout for the symposium, it is important to note that specific reasons for the low turnout were identified with the result that the Merritt College presentation was more heavily attended.

FINAL EVALUATION

The Advisory Committee met for a second time on June 7th, 1979, to review the activities offered by the college. Suggestions for improvements focused sharply on the area of publicity. It was noted that the design of the brochures needed to be improved so as to make them clearer and more "Catchy" to foster parents. More diligent efforts to obtain newspaper publicity, particularly in the form of feature articles rather than just course announcements was also stressed. Committee comments were extremely favorable about the quality of instruction. Ms. Carson was identified as an individual who is extremely successful in the classroom particularly in her efforts to blend input from students with course content. The workshop leaders were perceived by advisory committee people as being extremely effective, particularly given the constraint of having to present substantial material in a relatively short time. The Advisory Committee was very firm in its recommendation that both Merritt and Chabot College continue to offer courses and other training experiences for foster parents and that the courses be offered on a regular basis rather than only occasionally. It was further suggested that the Advisory Committee be enlarged in order to include new foster parents who would be able to provide a different prospective from that available from the highly experienced foster parents currently serving.

All course participants were asked to complete a brief evaluation questionnaire at the end of each of the four courses. On balance, student reactions to the courses were extremely favorable. Written comments included:

- "The course was very helpful to me. It was practical and down to earth."
- "Not enough time. We would just get going and the session would be over."
- "Mary Lou (Carson) is a fantastic instructor. She lets people talk but still covers alot of material."
- "A good course but more structure needed. Some of the foster parents dominated discussions."
- "This was the first time I've ever been in a prison. I understand better now why the mother of my foster child is so angry."

A tabulation of the evaluation questionnaires can be found in the appendix.

The final form of evaluation was carried out by the project director, Robert Wood, consisting of a random sample of telephone interviews with course participants. These interviews were informal and unstructured and were intended to provide foster parents with an additional opportunity to share reactions. Results of this procedure indicated again very clearly that foster parents are extremely interested in receiving training but are very frustrated by difficulty in arranging their own schedules so as to be able to undertake and complete training courses. The educational content provided in the courses was rated very high by participants and the quality of instruction provided was rated as excellent.

CHAFFEY COLLEGE

PLANNING AND IMPLEMENTATION

When Chaffey College was notified that they could apply for the Foster Parent training grant Deborah Davis and Jan Movey met with the Foster Parent Advisory Committee to discuss ideas of how the grant could best be used to meet the needs of foster parents and child care workers in the Ontario and Los Angeles area. The committee members made several suggestions and tentative decisions were made about how the grant would be used. It was agreed that a course geared to meet the needs of child care workers and foster parents would be offered for college credit that could be transfered to the four year colleges and universities.

Once Chaffey College was notified that they would receive the grant the course Child Development 552 Field Research in Childhood Development was set up, as to location, day and time, length and number of class sessions. The advisory committee members were consulted and the ultimate course outline was arrived at by mutual consent.

RECRUITMENT OF PARTICIPANTS

Recruitment of participants for the program at Chaffey College was largely accomplished by social service agencies and flyers mailed to licensed child care homes and agencies. Recruitment efforts extended east to San Bernardino, west to Los Angeles and south to Riverside. Recruitment was very difficult because we were recruiting students from in-district as well as out-of-district. Many out-of-district students were discouraged from taking the class because of the paper work required by their community college district in order to take the class.

COURSE DETAIL/ON-GOING EVALUATION AND REVISION

While the objectives of the course at Chaffey College remained constant during the quarter, some variation in structure and format of each session was introduced to better meet the current needs of the students. Informal student evaluation of each session were used as a guide in planning future class sessions. Advisory committee members made suggestions and recommended course content. The course content evolved throughout the project period, reflecting student and advisory committee ideas and recommendations.

The overall objective was to help participants develop or refine minimum skills that would enable them to be more effective child care workers or foster parents. Chaffey College has had a Foster Parent Certificate program for several years which is having problems because the needs and wants of the foster parents have not been met. The Foster Parent Training Project has been used to develop a new course for foster parents and child care workers based on the training competencies represented in the Chapel Hill Curriculum model. The course content consisted of:

Self Awareness
Job responsibilities
Institutional procedures
Daily routines

Behavior modification
Separation anxiety
Working with the natural parents
Parent's rights
Children's rights
Drug and alcohol abuse recognition
Discipline
Recreation ideas

FINAL EVALUATION

This course was a 4 quarter unit credit course that was offered April 4, 1979 to June 20, 1979 on the Chaffey College Campus. On June 6, 1979 a student evaluation of the class was conducted and the information was used to help revise and modify the curriculum content of the course. The course curriculum, including lesson plans, class activities, resources and bibliography is being typed and will be mailed to Sacramento as soon as possible. The course has been modified as a result of the input from the students in the class, the Foster Parent Advisory Committee and Directors of child care institutions. These individuals also recommended that one day workshops be offered in the following areas:

1. Problem areas in particular institutions
2. First aid
3. Drugs - identification and antidotes
4. Discipline
5. Stress management

The students indicated, on the student evaluation, that the course was extremely useful in helping them with their jobs as child care workers. All the students indicated that discussion between child care workers, lecturers and agency personnel was a very successful and worthwhile learning strategy. Another questionnaire will be mailed to the participants who have completed the program in the Fall for additional follow-up information.

CONTRA COSTA COLLEGE

PLANNING AND IMPLEMENTATION

Our participation in the Foster Training Project began in March, 1979. We were already into our Spring semester, and the college had developed two classes which would be of particular interest to foster parents, funded by VEA, "Child Abuse", and "Working With Adolescents". We had co-sponsored those classes with the Richmond Y.W.C.A., and the Social Service Foster Care Division.

We therefore felt that our focus should be not on formal classes but on

a) developing an Advisory Committee
b) contacting foster parents to ascertain their ideas about courses and workshops
c) sponsor two mini-activities which would ease the recruitment for foster parent classes in the fall.

We therefore contacted the Foster Parents Association, and the County Social Service Department. We drew up a tentative questionnaire, went to the Foster Parents Association and Social Service Department meetings and included their ideas in the questionnaire.

There are about 180 foster homes in this area; we have a mailing of about 200 people. Only 8 questionnaires were returned; on the basis of their interest, we organized the Advisory Committee. At the present time there are 8 members in the Advisory Committee; all but one are Foster Parents. We hope to extend the committee to include a community representative, and another public representative.

The Advisory Committee met, and made the following recommendations:

a) That the College and the Advisory Committee should develop a series of courses which can lead to a certificate of completion.

b) That the College offer two mini-activities to recruit foster parents for future courses

   1) Informal seminar on "Dealing With Feelings" with Dr. Jimmy Turner, and "Family Communication" with Sheri Glucoft-Wong. This seminar would include a box lunch, so that participants can get to know one another during lunch hour, and share and discuss problems, etc.

   2) A family oriented activity, such as a "Nature Study Day", so that the foster parents can get closer together to their children and other families, and to learn the interesting activities available through outdoor education.

RECRUITMENT OF PARTICIPANTS

Because we had such a poor showing on the questionnaire, we decided to personally contact foster care people by phone, in addition to a general mailing and publicity in the local press. We therefore hired one of the foster parents to canvass the membership; we also made representations to the Foster Parent Association (which we understand is an inactive group).

We sent out flyers beyond the list supplied by Social Services, to outside community agencies and the library.

We were disappointed by the response of foster parents to the two offerings; we were told by Social Services that this was an extremely successful venture both in terms of numbers and participation in the activities. Our experiences in developing formal classes (with units), working together with the Social Service department has been uneven in terms of response; most of these classes have had below 15 foster parents in attendance.

COURSE DETAIL/ON-GOING EVALUATION AND REVISION

The course on Child Abuse was not directly geared to Foster Parents, and therefore had a larger audience which showed up in the number of participants (25), and the breadth of their backgrounds (many were people in public agencies or pre-schools).

The course on "Working With Adolescents" focused primarily on foster care; publicity and mailing was directed to foster parents by the Social Service Department. This class had an enrollment of 12 people.

Both of these classes offered 1 unit of credit; instructors report that the classes were lively, with good participation by class members, and very worthwhile.

The seminar on "Dealing With Feelings" and "Family Communication" was excellent. Both instructors were skillful in working with groups, and engendered a good deal of discussion and participation by all the people present (31). The social workers present informed us that they had never seen foster parents so willing to share their ideas and their experiences.

The family "Nature Study Day" was a relaxed, family affair, with a sharing of responsibilities and fun for the 41 participants. Parents and children cooked the food, went on nature hikes, and made collages and headbands with natural materials, and learned a little about outdoor education. They asked for another session in the fall.

FINAL EVALUATION

Our immediate goals of developing an Advisory Committee, and of offering innovative mini-activities to encourage further participation of foster parents in classes seems to have been met. All participants felt that the activities, and sharing of ideas and experiences was invaluable. We are planning two classes at the college on "Communication and Behavior Management" in the fall; one in the evening and one in the day, with Ms. Sheri Glucoft-Wong.

Our long range goal of helping foster parents develop understanding and skills in taking care of their children will require much concerted effort, including legislation to reinforce foster care parents to take classes. Some of the problems of foster parents to attend classes, such as lack of child care, problems in transportation, anxiety about "college classes", etc. were addressed by the Advisory Committee.

We believe that the format of discussion and sharing of experiences is vital if the classes are to meet their objectives of helping foster parents understand their children, and of giving practical aid in their day to day work of dealing with childrens' behavior.

We have worked very closely with Social Services in developing our program. There is no active foster parent organization in West County; we will extend our Advisory Committee.

CUESTA COLLEGE

PLANNING AND IMPLEMENTATION

The Foster Parent Training Project was brought to the attention of the college by the California Community College's Chancellor's Office. On January 22, 1979, a memorandum was received from Gus Guichard, Executive Vice Chancellor, outlining the proposed pilot project pertaining to the foster parent training.

The Office of Vocational Education and Special Programs acted upon this memo and indicated to Sacramento that Cuesta College would be interested in participating in the program. Mr. Pearce's office received a phone call from Dr. Paul Brown, Project Director, that our application had been received and approved and that we could commence developing this program immediately.

Mr. Pearce contacted Arlene Chandler, Department Chairwoman for the Human Development Department, and indicated that the project had been approved and requested that she further develop the project by establishing some goals and objectives as to what could be accomplished in the short time-line given us. On January 30, 1979, Mr. Chandler sent a memorandum to Ed Pearce, Dean of Instruction, Occupational Education and Special Projects, setting forth the proposal for a special grant in the area of foster parenting. Mr. Pearce forwarded the information to Sacramento and obtained a $1,550 grant from the Social Security Act Title XX.

On February 22, 1979, Ed Pearce hired Barbara Hughes, a part-time Cuesta College counselor, as coordinator for the program. In consultation with Ed Pearce and Arlene Chandler, Ms. Hughes selected an advisory committee which held its first meeting on February 28, 1979, with Dr. Brown, Director of the statewide Foster Parent Training Project, in attendance. Other members of this first meeting were representatives from the Probation Department, Social Services Department, Cuesta College, and a local Foster Parenting Association. It was from this first meeting that the college was able to establish the four-part workshop series titled "Problems and Rewards of Foster Parenting."

RECRUITMENT OF PARTICIPANTS

The advisory committee members actively recruited participants for the workshop series. The Foster Parents of San Luis Obispo notified association members through their newsletter, flyer distribution, phone calls, and an announcement during their association meeting. The Probation Department and Social Services Department sent letters to their foster parents and prospective foster parents. They also informed people by phone and in person. Cuesta College Human Development instructors gave flyers to students for distribution in public buildings, and they made announcements in appropriate classes. Mrs. Arlene Chandler, chairwoman

of the Human Development Department of Cuesta College, was most helpful to the coordinator in giving her ideas on where to publicize. Flyers were distributed during the Cuesta College Women's Day. Notice of the workshop sessions was carried in community newspapers, college announcement bulletins, the Child Resource Center Newsletter, Caring and Sharing Bulletin (a publication which goes out monthly through the Consumer Homemaking Education Department), and in public service radio and television spots.

ASSESSMENT OF PARTICIPANT NEEDS

Dr. Paul Brown, Director of the state Foster Parent Training Project, met with the coordinator, Barbara Hughes, and the advisory committee to contribute his counsel during the initial needs-assessment process. The program goals and objectives were based on an assessment of the needs expressed by the advisory committee members.

COURSE DETAIL

Program Goals

The overriding goal of the program was to recruit prospective foster parents and help existing foster parents become more capable in their parenting role.

Specific objectives of the program included:

1. Provide an opportunity for prospective foster parents to obtain a realistic picture of foster parenting.

2. Promote understanding, empathy, support, and communication among foster parents, and between foster parents and social workers.

3. Increase parenting skills in the building of self-esteem and in child discipline.

Determination of Program Content

The program content, structure, and format was determined from an analysis of the needs-assessment survey and the time and money available. Because of fiscal limitations and the short timeline of only four months, we felt that to develop, advertise, and conduct programs, a four-part, workshop series format should be used.

Description of Workshop Series

Format/Structure: The four-part workshop series, "Problems and Rewards of Foster Parenting," met on Saturdays over a three month period. All workshops were scheduled to be from 2 to 2 1/2 hours long. Enrollment was open to foster parents and those interested in learning more about foster parenting. All workshops were either conducted as a panel or on a lecture-discussion basis. All sessions were free to the public, except the session entitled "Building Self Esteem". Free child care was provided for the last two sessions. Participants who attended all four sessions received a certificate of attendance.

Content

1. Workshop 1: "Joys and Sorrows of Being a Foster Parent" was a panel composed of Mrs. Lorene Collins, President of the Foster Parents of San Luis Obispo; Mrs. Christy Sweeny, a foster parent; Mr. Duncan Cunningham, Foster Home Coordinator from the Social Services Department; and Mr. Pete Frederick from the Probation Department. The first hour of the session began with introductions, and an introductory ice breaker exercise. A general slide program about foster parenting from the Social Services Department was presented next and followed by a 10-minute presentation from each panelist about the joys and sorrows of foster parenting. A fifteen minute refreshment break was called before the group reconvened for questions and comments from the audience.

2. Workshop 2: "Building Self Esteem" was the key-note address by Dorothy Briggs to a one-day workshop held at Cuesta College called "Celebrate Yourself: Key to Nurturing Your Child's Self Esteem." This workshop was sponsored by Cuesta College Community Services, the San Luis Obispo Drug Abuse Program, and the Family Services Center of San Luis Obispo. Because Dr. Briggs is an outstanding authority in the field of self-esteem and child development this program was incorporated into the foster parent program. The participant cost was $10, but 18 tickets were purchased with grant funds and distributed to foster parents and prospective foster parents who were planning to attend all four workshop sessions.

3. Workshop 3: "The Challenge of Effective Discipline" was conducted by Cuesta College child development instructor, Ms. Margaret Collier. It was an hour of lecture followed by informal discussion. The participants were so involved they did not stop for the planned refreshment break between the lecture and discussion. Free child care was provided.

4. Workshop 4: "Becoming a Foster Parent" was a panel composed of Mr. Jack McCarthy from the Probation Department and Mrs. Christy Dalidio from the Social Services Department. They spent 70 minutes presenting and answering questions about licensing requirements and foster parenting from the perspective of the social worker, the biological parent, and the foster parent.

   After the panel presentation, workshop evaluation forms were distributed and attendance certificates presented. Sources for foster parent pamphlets and other materials were shared. Refreshments were carried into a projection room and the film, "A Family Talks about Sex," was shown and discussed. The film was purchased for foster parents to see and use during the summer as a result of a need realized from questions and concerns voiced during the previous workshop, "The Challenge of Effective Discipline." Workshop participants were told that they were invited to bring their spouses and clubs to the college to view this film, which would be reserved for them through the summer.

PROGRAM EVALUATION

Two general methods were used to measure the extent to which the original goals and objectives set at the beginning of the workshop series were realized. The first method was a questionnaire filled out by the participants at the conclusion of the series. The second was an analysis of the behavior of the participants.

All workshops were rated highly by the participants, as can be seen from the following summary chart"

Individual Workshop Rating
By Participants

	Workshop Session			
Excellent	50%	72%	72%	61%
Good	50%	21%	28%	39%
Fair	0	7%	0	0
Poor	0	0	0	0

All program objectives were met by this program. The three objectives were met by the following methods:

A. Prospective foster parents attended the sessions and expressed appreciation that they had been able to communicate with both agency personnel and present foster parents. Several prospective foster parents talked with agency personnel after the first and the last workshop.

B. A foster parent support system was strengthened as evidenced by the following: by participants asking to be on the mailing list of the Foster Parent Association, by communicating during refreshment breaks and after the workshops, and by comments made on the evaluations.

Relations were strengthened between the foster parents and agencies as evidenced by the cooperation on the advisory committee and in the first panel presentation. The Department of Social Services made a public statement in support of the Foster Parent Association during the first workshop session, and the President of the Foster Parent Association made a similar supportive statement with respect to Social Services during the third workshop.

C. Participants evaluated the self-esteem workshop highly, but the workshop receiving the highest rating was "The Challenge of Effective Discipline." Participants wrote in their evaluations that they liked the speaker, the sharing of ideas, and many made comments about specific things they learned. The scheduled two-hour workshop was designed to have a refreshment break after an hour, but no one wanted to stop. The workshop was to end at 3:00 p.m. but the last person left at 5:20 p.m.

CONCLUDING REMARKS

The workshop series was run in a flexible manner. Changes were made in the program in response to observations and comments from the participants. Changes which were made include: use of a larger meeting room at the first meeting, free child care for the last two sessions, and the purchase of the film, "A Family Talks About Sex," to show during the last session. This film is now available to any foster parent or potential foster parent who wishes to review it. The film is available through our library audio visual service and can be checked out and viewed either individually or by groups.

The series was successful in bringing together agency employees and prospective foster parents, in aiding present foster parents in their parenting skill development, and in increasing understanding and communication among foster parents and public agencies. Attendance at the sessions averaged 22 participants, and 16 individuals received an attendance certificate for attending all four sessions.

The advisory committee met on June 1 and evaluated the strengths of the program and discussed areas for improvement in the project and the possibility of future funding.

IMPERIAL COMMUNITY COLLEGE

PLANNING AND IMPLEMENTATION

After receiving correspondence on the availability of Foster Care Training money a liaison was established with Imperial County Welfare Department to supply training to I.C. Foster Care Parents.

The Advisory Committee met 3/26, 4/2, 4/28, 5/3 and 6/8. The initial meetings were concerned with establishing needs. Once the training needs were prioritized a schedule for training was established. Training schedule is enclosed.

RECRUITMENT OF PARTICIPANTS

Recruitment was accomplished through the liaison work of the Imperial County Welfare Department. A Foster Parent Association had been loosely organized and functioning intermittently in Imperial County. Through a process of telephone and letter solicitation this organization was re-vitalized.

MINI COURSE DETAIL

First Meeting

DATE: April 25, 1979

TIME: 7:00 p.m. - 8:30 p.m.

PLACE: Welfare Dept. Conference Room

SPEAKER: Mary Ann Kline
ECE Teacher
Home Ec. Teacher

AGENDA: Welcome - Welfare Dept.

Kline - 1) Climate of the home
2) Needs of the child
3) Role of foster care parents
4) Age related characteristics

Second Meeting

DATE: May 16, 1979

TIME: 7:00 p.m. - 8:30 p.m.

PLACE: Welfare Dept. Conference Room

Second Meeting (cont.)

SPEAKER: Doris Burow
ECE Teacher
K-6 Teacher

AGENDA: Burow - 1) How to discipline without defeating; a practical guide to discipline.
2) Discipline, moral development, and the relationship to the society.

Panel Meeting

June 20

Panel Discussion for Foster Care Parents and Prospective Parents

PANEL MEMBERS

Barbara Macci, ECE Coordinator, Moderator
Mary Ann Kline, ECE Teacher
Dr. Sylvia Strickland, Pediatrician
Dr. Raymond Reedy, Child Psychiatrist
Paula Huntington, Welfare Protective Services
Penny Harris, Welfare Protective Services
Mildred Martin, Welfare Protective Services
La Danna Carter, Foster Care Parent
Mary Quesada, Foster Care Parent

This session will be a well publicized meeting open to the general public to interest people in becoming Foster Care Parents. During the first hour, each panel member will give five to ten minutes of their perception of the importance of the role of being a foster parent. The second hour will include questions and discussion from the group of prospective Foster Care Parents.

FINAL EVALUATION

Each session was evaluated (see enclosed form). Evaluations were summarized to use as feedback for the future. Two things which evolved from the evaluations were babysitting service and the use of an interpreter. The babysitting service increased attendance tremendously from 8 parents to 26 parents.

An advisory committee meeting will occur in late August or early September. At that time future goals will be finalized. The Foster Parent Committee have already expressed an interest in classes to guide them in discipline techniques, assisting the foster care child in feeling more a part of the home setting and seminars to discuss general concerns and problems.

Educational objectives have already been established in the Early Childhood Curriculum classes. Students will gain both general and specific knowledge of the total developmental process.

The evaluations have clearly established the value to the foster care parents. All evaluations have been supportive.

An award certificate from the college was developed for parents attending all three sessions.

The I.C. Welfare Department and I.V.C. are enthused about the training which we have completed. We have barely scratched the surface and now find that other county groups are interested and supportive of the work (I.C. Child Abuse Council).

We are encouraged that the training will provide skills to foster care parents for better care giving to foster care children, establish a group camaraderie which will provide psychological and emotional support to foster care providers and hopefully bring more people into foster care parenting.

LOS ANGELES CITY COLLEGE

PLANNING AND IMPLEMENTATION

In February 1979 a grant application for funds to offer training to foster parents was submitted to the California Community Colleges Foster Parent Training Project by Joan Hudiburg, Chairperson of the Family and Consumer Studies Department at Los Angeles City College. A meeting to discuss this application was held March 2, 1979 at Los Angeles City College with Paul Brown, California Community Colleges Project Director for the Foster Parent Training Project, Dorothy Griffin, Director of Planning and Development at the college, Margaret Moore, Associate Professor in the college's Family and Consumer Studies Department and Joan Hudiburg. Plans were made to develop a one-unit mini-course for foster parents to be taught in the late Spring.

An advisory committee was organized and met on March 28, 1979 to review the proposed course and advise on recruitment strategies, time chosen to schedule course, and location of the offering. It was agreed that college credit would be offered, and that Margaret Moore would be the instructor. Guest lecturers were suggested for specific topics. After much discussion, the final course outline was arrived at by mutual consent. The one-unit mini-course was developed, Child Development 70A, Foster Parent/Child Interaction; and was offered from 7:30 p.m. until 9:30 p.m. on Tuesday, April 17, 1979 through June 12, 1979.

RECRUITMENT OF PARTICIPANTS

Two flyers were developed announcing the course. One was distributed by the California Department of Social Services to new tester parents being processed. The second was mailed by the college to approximately one thousand current foster parents living within a twenty-five mile radius of the campus. The class was able to accommodate all those who attended the first and second sessions of the course. All callers after the second session were asked to wait for future classes offered by the college or other community colleges in the Los Angeles area.

COURSE DETAIL/ON-GOING EVALUATION AND REVISION

The overall objective of the Los Angeles City College program, as formulated by the Advisory Committee, was to help the participants develop or refine skills that would enable them to be more effective foster parents.

The nine-week course offered, Foster Parent/Child Interaction, included the following major topics:

1. Practical methods of discipline.
2. Expected behavior from preschool to adolescence.
3. Developing child's positive self-image.
4. Potential parent role "burn out."

The specific course outline by weeks is as follows:

Week 1. Identifying the foster parent, needs of foster parents; why are we parents?

Week 2. Erickson's stages of development; Maslow's Hierarchy of needs.

Week 3. Natural and logical consequences of discipline; behavior reinforcement and modification.

Week 4. Foster parent effectiveness training; understanding children's behavior.

Week 5. Communication - listening, expressing ideas and feelings.

Week 6. Foster parent "burn out".
Help for the foster parent, the family meeting.

Week 7. Community resources, agencies to assist foster parents.

Week 8. Role of licensing agency - D.P.S.S.

Week 9. Final review; oral summaries of assigned topics, evaluation of course.

The class was held Tuesday evenings from 7:30 p.m. until 9:30 p.m. from April 17 through June 12. Fifty people enrolled initially and received the text book as part of the course. Twenty-four students completed the course and received one unit of credit. The majority of students requested additional courses.

Students participated freely during the entire nine weeks and their suggestions were incorporated as much as possible throughout the course. Methods of presenting course materials included lecture, discussion, films, guest speaker, and role playing. Problem situations that students presented were often dealt with by role-playing.

FINAL EVALUATION

1. Format and Structure

Since the course was structured in self-contained two-hour modules, each topic was covered completely each class meeting each week. Thus, a student who missed a week was able to rejoin the class without feeling lost.

Since the Los Angeles Department of Social Services' mandatory training requirement to maintain status as a foster parent is eight hours of training per year, a student could attend the first four sessions and meet the requirement. About half the students attended in this manner. A student missing one or more of the first four meetings could pick up required time during the last four. The flexibility of this format and structure was apparently very satisfactory to students in attendance.

2. Educational Objectives

Foster parents who were members of the Advisory Committee had agreed to the overall educational objective of helping participants develop or refine skills that would enable them to be more effective foster parents. These committee members had also agreed to the curricular content of the course. Comments and responses of participants confirmed the validity of the objective and relevance of the curricular topics.

The Los Angeles Department of Social Services mandatory requirement of eight hours of training per year to maintain status as a foster parent was stated on the flyer announcing the course. This statement was a major factor in the enrollment of many of the students. Unfortunately, therefore, after four sessions of the class many students dropped out. Even so, these students had the benefit of meeting the mandatory requirement. In spite of the drop-out, over forty percent of the class continued. Grades have been assigned to those who completed the course, and Agency personnel have been supplied with lists of those who attended each of the class sessions.

3. Course Value to Participants

Assessment of the course by participants was subjective because the participants were very uncomfortable with writing or answering written questions. The class, however, did develop a verbal interaction so that the instructor received feedback from all the students. The class also developed a group dynamic which enabled students to feel comfortable discussing their own problems. Thus sharing problems and solutions was a very significant outcome of the course. Indications were that most of the students felt the course helped them with their problems as foster parents. Based on the overall feedback the instructor could conclude that the course was directly beneficial to the foster parents participating and, by inference, indirectly beneficial to the children placed in their care.

FUTURE PLANNING AND COMMENTS

Initial enrollment in the course had to be limited to 50 persons because the classroom to be used could not accommodate larger numbers. By the second session all spaces were filled, and prospective students who sought to enroll after the second session were asked to wait for future classes. Further, the majority of the students in the course requested additional courses. Thus two areas of need were in evidence.

The Chairperson of the Family and Consumer Studies Department and the Program Director concluded that both a repetition of the course offered and additional courses covering more subject areas were in order. Application to the State Program for funding assistance for expanded offerings in 1979/80 is therefore being made. Initial tentative course plans will be discussed at the Advisory Committee's first 1979/80 meeting to be held early next fall.

LOS ANGELES HARBOR COLLEGE

PLANNING AND IMPLEMENTATION

The college held an advisory meeting (composed of staff and foster parents) on April 17, 1979. As was suggested at the meeting, a 1/2 unit course emphasizing discipline and self-esteem was written, approved, and presented.

The director constantly checked with the foster parents for their input. A needs survey based on input, from foster parents was written, as well as a follow-up report to foster parents in the program. The director updated several divisions on the campus about the program and spoke on it to three non-foster parent groups.

RECRUITMENT OF PARTICIPANTS

After the advisory committee met and materials were researched for foster parents, letters were written to foster parents about our course offerings. The project director was available to answer and return phone calls regarding the program for foster parents.

COURSE FORMAT

A special mini-course was offered (on two Tuesdays, May 22 & 29, 9-1:30 p.m.) for 1/2 unit credit at L.A. Harbor College. The Psychology of Parent Child Relations, Psych. 40D offered discussions and practical methods in dealing with discipline problems, the importance of self-esteem, and other important issues affecting the foster family. The 25 students who attended the entire course are receiving the college credit plus a certificate. An additional two students, who joined at the second half of the course, were presented with a certificate acknowledging their partial participation.

FINAL EVALUATION

During the class, a needs survey and an evaluation were given. The students reported that they felt that they had learned a lot of practical information. They rated the course as an "A" and said that they were anxious to take another class soon.

Many of the Los Angeles Harbor College staff became interested and involved. Community groups were contacted and informed of our intent to participate in a program for recruitment and further training of foster parents.

FUTURE PLANS

The college plans to offer another course for foster parents in the fall.

MERRITT COLLEGE

PLANNING AND IMPLEMENTATION

After the grant award to Merritt College, Mardree Scott, project director met with Chabot College and an advisory group including college representatives, agency representatives and foster parents. The advisory committee decided that Merritt College should offer a course focussing on the topic of child abuse and alternative forms of discipline. Also Chabot and Merritt would each offer a one-day symposium and workshop on their campuses.

RECRUITMENT OF PARTICIPANTS

Representatives of Alameda County Social Services were extremely helpful in providing the college with a complete list of all foster parents in the county as well as the names of those who are expected to complete licensing shortly. Brochures describing the class and workshop were sent out to all individuals on the mailing list.

COURSE AND SYMPOSIUM DETAILS

Merritt College developed a mini-course called "Foster Parenting Children of Violence" - a class designed for foster parents to learn specifics on how to work with abused children. This course included the special needs of abused children and discussions of alternative methods of discipline as developed from parent effectiveness training, transactional analysis, and behavior modification. This one-unit course ran for six weeks during Monday evenings. The method of instruction included lecture with discussion by participants.

An all-day workshop entitled "Foster Parenting: Much Done - Much To Do", was held on June 2 at Merritt College. The workshop aimed at: creating a new awareness of the special skills and attitudes needed to be a foster parent; understanding the relationship between foster parents and natural parents and the affect on the child's building skills in clear communication to eliminate friction, frustration and anger in the parent-child relationship; and knowledge of methods to deal with children with developmental disabilities. There were several guest speakers and a chance to share information, evaluate the session and give input for future offerings.

FINAL EVALUATION/ON-GOING REVISION

Merritt College and Chabot College collaborated extensively in the planning and cooperated in the implementation of these programs, thus realising maximum utilization of the funds received. Both projects were immensely successful. Participants made many laudatory statements, such as:

"I felt my time was well spent."
"...full of content."
"...well informed, clear speaking workshop leaders."
"...moving presentation from prison inmate."
"This was one of the best workshops I've ever attended."

It is a serious handicap to be required to plan, publisize, hire instructors and attend to the myriad detail within a three month time span. Despite this constraint, Merritt and Chabot College offered an outstanding program, both in content and response.

FUTURE PLANNING

Merritt College is desirous of continuing the Foster Parent Training, but feels that it cannot be accomplished unless a more reasonable amount of time is allotted for the grant period.

MODESTO JUNIOR COLLEGE

PLANNING AND IMPLEMENTATION

The foster parent project began February 1979 at Modesto Junior College with Ron Manzoni as campus director. The initial task was to establish an advisory committee which consisted of eight foster parents, three social workers, three college instructors, and one community person.

The advisory committee met in March to identify needs which resulted in the first endeavor of organizing a workshop for foster parents. General topics were identified by the advisory committee. A representative sub-committee was organized to complete details for the workshop which was planned for the end of April.

RECRUITMENT OF PARTICIPANTS

Recruitment of participants for the initial workshop was accomplished with the assistance of the Social Services agency and the Stanislaus County Foster Parent Association. Modesto Junior College sent a personal invitation to each foster parent in the county and the Social Services agency and the Stanislaus County Foster Parent Association made telephone contact with each foster parent.

WORKSHOP FORMAT

The format of the workshop was to begin with general comments about foster parenting by Rhonda Kloempken to be followed by special topic areas which included the following: creative discipline, accepting the foster child, rights of the foster parent, separation, adjusting to the handicapped foster child, dealing with teenagers, and developmental process. The final activity was an evaluation of the workshop.

Group leaders for each topic area consisted of professionals and/or foster parents. The plan was to draw upon the knowledge of successful foster parents and combine this with the knowledge of professional counselors and educators. The combination was successful and appreciated by the workshop participants.

FINAL EVALUATION

The evaluation of the workshop was favorable with appreciation expressed for the group leaders. The concern was that there were too many interesting topics from which to choose and that in the future only one topic be available at a given time. The need for additional specific activities was expressed.

FUTURE PLANS

The advisory committee will meet in the Fall to determine appropriate short courses to be developed and the possibility of future workshops.

MONTEREY PENINSULA COLLEGE

PLANNING AND IMPLEMENTATION

The project at Monterey Peninsula College began with a meeting on February 16 of a group consisting of two foster parents; three social workers from Monterey County Department of Social Services; Dr. Beatrice Siegel, Director of Older Adult and Special Programs at the college; and Dr. Paul Brown, Director of the Project for the California Community Colleges, serving as resource person. The local group constitutes the Advisory Committee, which met three times during the course of the project, February 16, April 20 and June 15 and a fourth time, March 1, with other foster parent participants.

As a result of the initial discussion, a decision was reached to implement a foster parent training project under college auspices by utilizing a small group already in existence in the community. This group, which consists of parents of group foster homes for teenagers and of one emergency home, had been meeting once a week to discuss areas of mutual concern. The group meets in the home of Mr. and Mrs. Newton. Mrs. Newton agreed to work as foster parent coordinator for the project which was seen as having the following major objectives:

1. Expand the learning of the group already meeting by providing guest lecturers and resource specialists in a variety of problem areas.

2. Expand the group by bringing in other foster parents who had previously resisted participation in training.

RECRUITMENT OF PARTICIPANTS

Mrs. Newton, the social workers and the members of the original group were the recruiters. It had been agreed, based on past experience, that personal contact would be the only way for gaining additional participation. Mrs. Newton made weekly phone calls inviting foster parents to attend and the social workers urged parents to attend whenever they could. The attendance records show that approximately forty different persons attended the training at different times. Average attendance each week was eleven. In addition, one session was held for the foster children. Twenty six attended, most of whom were teenagers.

COURSE DETAIL/ON-GOING EVALUATION AND REVISION

Topics for discussion at each of the weekly sessions were decided upon by the participants. Attachment 1 contains a complete listing of topics and guest lecturers. Format for the weekly sessions was as follows:

10:30-12:30 guest lecturer, question and answer period
12:30-1:30 pot luck lunch, informal talk
1:30-3:00 or 4:00 group discussion, problem solving, informal evaluation, suggestions for future sessions.

Because of the open-ended nature of the program, the content evolved from the interests of the group. At each weekly session there were present two or three social workers who were co-learners with the foster parents. Mrs. Newton made the contacts and arranged for the speakers after consultation with the staff from the Department of Social Services. The physician who spoke on Medical Emergencies was contacted by the college coordinator.

The session for the foster youngsters came about through discussion at one of the group sessions. The film "Teenage Fathers", shown on May 24 was so well received that the speaker from the Children's Home Society agreed to show it again at an evening session for the young people. At that time, only five adults were present, so that the 26 foster children, mostly teenagers, had the opportunity to interact with the leader of the session and to react to the film openly. The impact of the program on the youngsters was so positive, that they have requested additional sessions in the future.

FINAL EVALUATION

Format and Structure

Final evaluation forms were developed based on the model on page 96 of the Foster Care Development Handbook provided by the Chancellor's Office. Forms were distributed by Lillian Newton and ten have been returned.

Educational Objectives

The objectives of the program have been to provide information and tools that would be of immediate practical use in the foster home. Consequently, topics and speakers were chosen for their likelihood of helping the group meet these objectives. Since the participants in this program are predominantly experienced foster parents, their needs are for a more specific and, at the same time, more complex level of learning than might be felt by new foster parents.

Course Value to Participants

The ten persons who completed the final evaluation form all indicated the relative degrees of helpfulness of each session to their own situations. The following phrases are an indication of some of the learning which took place:

"I understand why..."
"I'm more willing to accept..."
"Understand more clearly about..."
"Still working on this..."
"This was most informative!"
"Not new information but review helpful"
"A very practical, informative presentation..."
"Explanation was straight forward"
"Very good, very helpful"
"Have tried some of the ideas - very effective"

In the "comments and suggestions" portion of the evaluation form, there were comments indicating satisfaction not only with the content and speakers but with the fact that the program was built on an existing program and that the coordination was handled largely by a foster parent rather than "an agency person". Everyone hopes the program can continue and expand.

FUTURE PLANNING AND COMMENTS

The meeting of the advisory committee on June 15 was devoted largely to this area. There were present at that meeting three social workers from the Department of Social Services, two foster parents and the coordinator of the program at the college. The social workers expressed the opinion that not only should the training continue, but that it be made mandatory as a condition of licensing for emergency homes and crisis resolution homes in the county. The major group of participants in this project are parents of group homes. They are expected by the department of social services to participate in the weekly sessions held at Mrs. Newton's home. Mrs. Newton's home is an emergency home and she strongly supports the idea of required training for others like herself. The participation of the college permitted this program to engage consultants and expand the training to areas the group could not have handled with its own resources. Moreover, the project provided the impetus to try to reach other foster parents who were not involved in the original group.

For the future, there are several possibilities for continued training relating to foster homes. As noted below, not only are the foster parents and social workers likely clients, but the younsters in the foster homes have requested more sessions like the one they had. Consequently, the following are possible ideas:

1. Continue to serve the present group, hopefully expanding it to include the other emergency home and crisis home parents. College support could be more critical next year since the possibility exists that Community Hospital may not be able to support the program as extensively as it has been able to so far.

2. Program for the foster children themselves. The success of the one evening film/discussion points to the benefits that can be achieved by providing training directly for the young people. This could take the form of a session once every month or six weeks.

3. Program for the regular foster parents on a once a month evening basis. Training for this group has been tried in the past and the experience has been that it is very difficult to induce the foster parents to come to training. One inducement that helps is financial support for baby sitters so that both parents can participate in the activity together. Perhaps a future grant could supply funds for this purpose.

On the whole, the foster parent training project at Monterey Peninsula College worked well this semester. A major strength of the program was the responsibility assumed by one of the foster parents for on-site coordination, record-keeping, providing a space for the group to meet and generally being the visible representative of the training program. The college was able to serve as facilitator, but the content of the program was a direct reflection of the needs of the participants. If this same relationship can be developed with the other foster parents who did not participate this semester, then perhaps next year's program can reach some who have been hard to reach in the past.

ATTACHMENT 1

MONTEREY PENINSULA COLLEGE

Date	Topic/Speaker	No. of Participants
Mar. 1	Adolescent Development - Dr. Rob Magnelli, Community Hospital Crisis Team	10
Mar. 8	Abortion, Contraceptives, Sexuality - Jane Williams, Planned Parenthood	11
Mar. 15	Behavior Management Techniques - Sid Smith, Community Hospital Team	11
Mar. 22	Group Process and Building a Support System - Linda Nations, Carmel High School Counselor	11
Mar. 29	How to Meet Kids on an Equal Level and Maintain Control - Linda Nations	15
April 5	Promoting Self-esteem and Trust - Lynn White, Claudia Daniels, Community Hospital Team	8
April 12	Alcohol: Basic Information - Susan Abrams, Family Service Agency	17
April 19	Hyperkinesis - Clinical Definition (what to do) - Ken Kramme, Community Hospital Team	10
April 26	Things We Can and Can't Do about the Problem of Alcoholism - Susan Abrams	10
May 3	Behavioral Analysis of Psychosis - Dr. Julie Ralph, Community Hospital Team	12
May 10	Psychosis and Schizophrenia - How to Recognize Them and the Difference Between Them - Dr. Tom Bishop, Clinical Psychologist	9
May 17	Sexual Abuse - Claudia Daniels, Community Hospital	9
May 24	Film: "Teenage Fathers" - Dave Simonds, Therapist Children's Home Society	10
May 31	Medical Emergencies - Saul Kunitz, M.D., Eskaton Hospital	11
June 7	Enuresis - Tom Reidy, Community Hospital Team	9
June 14	Group - TA and Communication - Linda Nations, Carmel High School Counselor	8
June 21	Continuation of Group involvement in training skills - Linda Nations	8 (est.)
May 31	Film: "Teenage Fathers" - Dave Simonds, Therapist Children's Home Society	31 (includes 26 foster children)

ORANGE COAST COLLEGE

PLANNING AND IMPLEMENTATION

The co-director of the Orange Coast Foster Parenting Conference met on February 20, 1979 with two members of the Orange County Foster Parent Society and a staff person from the Orange County Foster Parent Licensing Agency. At that meeting a rough draft for a proposal to the state requesting funds for initiating a Foster Parent Project At Orange Coast College was developed.

Following the acceptance of our proposal, an advisory board meeting was held on March 22. (Minutes of meetings attached as Appendix.) This time, people representing foster parents and agency personnel from three different Foster Care Agencies in Orange County attended. Included were four foster parents, two agency staff members and two Orange Coast faculty.

At this meeting, it was decided that we would have two major tasks:

1. an all-day Spring Conference
2. a Resource Directory geared to the needs of the Foster Parent.

The date for the Spring Conference was set for May 5, 1979. The distribution of the Resource Directory to conference participants on that date was also decided. Dates for further planning sessions and work committees were established.

RECRUITMENT OF PARTICIPANTS

The Foster Parent Association worked very closely with us in publicizing the conference. They made the initial announcement in their newsletter and included the conference flyers in the following mailing. Mailings were also sent out to various schools, preschools, and churches in the surrounding community.

The Foster Parent Associations and Social Services Agencies were also exceedingly helpful in identifying workshop leaders whom they thought would be of particular interest to foster parents. Three foster parents--Ruth Stacy, Mary Jane Lambrecht, and Carol Newett--gave endless hours in helping us meet our objectives.

ONGOING EVALUATION AND REVISION

From the very first meeting, it was evident that there were feelings of hostility on the part of the foster parents toward the social service agencies. It didn't seem clear from the viewpoint of the Orange Coast faculty that each group (the foster parents and the social service agencies) lacked the necessary skills to communicate their needs and wants to the other.

The foster parents who attended our meeting consistently seemed to be on the defensive. This was most frequently demonstrated through their insistence that they did not need any further training. The did admit that perhaps "brand new" foster parents might need help but that the "old timers" really just needed a chance to meet with one another.

For this reason they rejected any proposal that sounded like any organized course. It seemed that they were quite willing to accept services from us (i.e., the resource directory) and were supportive of our attempt to bring them together (the conference), but were generally unenthusiastic for other alternatives.

This attitude seemed to carry through in the conference. The attendance at the conference was exceedingly low. Only 25 people registered at the conference. Out of those 25, 9 were conference presenters. Included in the remaining 14 were 3 parents who had been regularly attending the advisory meetings.

OXNARD COLLEGE

PLANNING AND IMPLEMENTATION

An advisory committee was formed and met in March to discuss the development of the foster parent program.

RECRUITMENT OF PARTICIPANT

Recruitment was done by a mailing to all foster parents in Ventura County.

WORKSHOP DETAIL

Oxnard College divided its Foster Parenting Program into two sections. The first was a two-Saturday workshop entitled, "Skills in Foster Parenting." It was held on June 5 and June 19 from 9 a.m. until 1 p.m.

The first Saturday, two agency personnel conducted the workshop with college instructor Jeri Jensen acting as facilitator. The agency staff used materials from the Child Welfare League Foster Parent Training Program as well as open discussion about various problems. One of the outcomes of this meeting was an appreciation of the background and depth of understanding of many foster parents which should be utilized in future programs. The second Saturday session included two guest speakers on specialized topics requested by the advisory committee. The first speaker dealt with abused children and, specifically, with sexually abused children. The foster parents, again, added a great deal of valuable information. The second speaker shared communication skills for working with children and with natural parents.

Various handout materials were available from the college including parent education and child health materials. Each participating foster parent also had access to a parent education library that includes books in parent education and foster parenting which could be checked out.

The second part of the foster parent program was the development of a flyer discussing courses offered by the Ventura County Community College District in the fall 1979 semester that would be of specific interest and use to foster parents. College catalogs were surveyed and regular course offerings that were most relevant were selected. Some of the departments that have such courses are: Child Development, Psychology, Health, Alcohol Studies, and Sociology (where courses related to specific ethnic groups). The flyer will be mailed to foster parents at the end of August informing them of the opportunity to expand their knowledge and skills.

FINAL EVALUATION/ON-GOING REVISION

In evaluating the program, the structure of the first course offered in foster parenting by Oxnard College was based on the concerns and ideas of the preliminary advisory committee. Those who attended the course

felt that it was useful to their needs and expressed interest in more offerings. However, attendance was low when compared to the number of foster parents in Ventura County. Some suggestions to increase attendance for future programs include -- contacting people in a variety of ways, including more personal contacts; rotating the class sites; and developing increased public awareness of the programs.

FUTURE PLANNING

Oxnard College has expressed interest in offering workshops in the Fall for foster parents in Ventura County.

PORTERVILLE COLLEGE

PLANNING AND IMPLEMENTATION

The Porterville College Foster Parent Training Project started with a series of organizational and planning meetings attended by college administrators, faculty members in Behavioral Sciences and Childhood Education, and staff members from Student Personnel Services including Counselors and Career Program Developers.

A Task Team of five was identified to plan and implement the project which was to be a needs assessment survey of Tulare County Foster Parents and Agency Professionals involved with placement, supervision, licensing and evaluation of foster children, foster parents and foster homes in the county.

RECRUITMENT OF PARTICIPANTS

During the planning stages the Task Force was concerned with development of an instrument for needs assessment, identification of advisory resource persons, compilation of a Master Mailing List to reach target persons in areas of current, former and potential foster parents, agency personnel directly involved with foster children and parents and various representatives of education. Mrs. Susan Gambini of Visalia, Vice President of the State Association of Foster Parents and Mrs. Boucher of Tulare, President of Tulare County Foster Parents and Care Providers Association, and Mrs. Alice Thompson, Coordinator of the Foster Child Placement, Tulare County Foster Parents and Care Providers Association, and Mrs. Alice Thompson, Coordinator of the Foster Child Placement, Tulare County were resource persons who provided excellent data to implement the out-reach to the persons to be contacted.

SURVEY AND MEETING DETAILS

The format of the survey was in the form of a questionnaire providing information regarding respondents plus 28 interest areas ranging from age groups, housekeeping, budgeting, legal implications, relations with agencies and problem areas.

The objectives of the project were to identify the needs, problem areas, subjects of greatest concern for in-service training, and to develop the best timing, content, procedure and extent of a training program for Foster Parenting for Tulare County. It was hoped to determine whether to offer a certificate or degree, to space workshops or weekenders, or to attempt a complete curriculum as a career program for the county through on-campus and sattelite instructional centers. One hundred ninety-eight survey questionnaires were mailed throughout the county with a cover letter explaining the project -- and three scheduled "town meetings" in three major areas at three different times of day i.e., one

in the A.M., one in the afternoon, and one in the evening. The meetings were held in Porterville (South-Eastern Tulare County), Tulare (Central Tulare County) and Visalia (Northern Tulare County). Every effort was made to achieve a balance of 1/3 foster parents, 1/3 agency personnel, and 1/3 educators at all meetings.

FINAL EVALUATION/ON-GOING REVISION

Final evaluation of the project is evidenced in:

(1) Talley of Needs Assessment Survey

(2) Observed improvement in communication between all three areas i.e., Foster Parents, Agencies and Educators.

(3) Significantly increased awareness of the preferences, feelings, anxieties and frustrations of Foster Parents. So much was learned by others listening to the openend airing of their concerns.

(4) Sincere appreciation of the foresight of planners in the Community Colleges Chancellor's Office and especially to Dr. Paul Brown, Project Director, for making it possible to initiate the dialogue, communication, and resultant planning for more realistic training of foster parents.

A resume of some specific courses expressed by the three segments surveyed are as follows:

(1) Insufficient information about the child given to the foster parent.

(2) Unreasonable restrictions against almost all types of discipline permitted.

(3) Insufficient funding per child. Tulare County allows approximately $134 per month to cover board, room, clothing, school supplies, transportation and all personal needs per child while some counties allow $900 per child.

(4) Need for more "services" to help in crisis with "out of control" children rather than just taking child out of the home and placing in another. Some children are placed in twelve to twenty different homes with subsequent school changes, etc.

(5) More provisions are needed for more intensive "screening procedures" to identify the child's needs before just putting them in a home without any idea of what to expect.

Concerns identified by agency people i.e., Probation and local and county welfare personnel:

(1) More concern at county level for kind of person who is a foster parent and his or her skills in dealing with children -- rather than facilities.

State licensing agencies stress excessive physical requirements such as: distance between buildings, number of bathrooms, fire hazards, square footage per child, etc.

(2) A new revised handbook is being prepared for Tulare County Foster Parents providing detailed information they need to know.

(3) They also felt the "restrictions" on foster parents were unrealistic.

Educators present expressed:

(1) Need to know days and times of day best suited to hold in-service training sessions for foster parents.

(2) Suggested specific allocation of funds from the four million dollar Tulare County Mental Health Services budget could be used to provide trained "crisis counselors" for children to serve foster homes when children become out of control yet not requiring being sent back to detention centers of law enforcement agencies.

Another source of help might be Tulare County Department of Education to provide behavioral resource personnel to foster parents through the schools, especially county or rural schools, without special personnel.

FUTURE PLANNING

Future planning will be a continuing appraisal and follow-up of data documented by the Porterville College Task Team -- with subsequent press releases to provide feedback to participants.

It is planned to have representatives of county foster parents to make official requests for improved allocation of funds from the county board of supervisors -- both in mental health services and in Department of Education Funding, as well as continuing efforts to revise licensing criteria, to increase financial stipends per child, and to make channels open up for hearing concerns of all three segments participating in the project.

Ultimately a planned training program will be implemented to provide for improved foster homes, to meet up-graded licensing criteria, and to provide for an on-going communication of all parties involved. Listening to and learning from each other will "make it all better".

SAN DIEGO COMMUNITY COLLEGE DISTRICT

PLANNING AND IMPLEMENTATION

Since 1974 the San Diego Community College District has been involved in the provision of specialized educational opportunities to area foster care providers. When the District was advised that funds were available for foster care training education a meeting of our Foster Parent Education Advisory Committee was called to determine how these funds should be spent. It was felt that the most beneficial type of workshop would have to deal with Family Communications for Newly Licensed Foster Parents. It was felt that a workshop of this nature would encourage newly licensed foster parents to "stick with the program." (This is a course we had talked about offering but have not due to lack of funds.)

The Advisory Committee met three times before the initial workshop. During these meetings decisions were made regarding: unit value of workshop, format, consultants to be used, eligibility, class size limitation, methods of evaluation, location and dates of workshop, etc.

The Foster Home Licensing representative agreed to provide the project with the names and addresses of all newly licensed foster families (within the past year) and a cover letter supporting the course as fulfillment for mandatory training requirements.

The Foster Parent Association agreed to provide child care reimbursement monies of $30.00 per family for the weekend workshop and $4.00 per evening per family for the six classes....as long as the funds held out!

The Advisory Committee suggested four or five experienced foster couples who might be willing to take part as paraprofessional consultants.

Advisory Committee members decided to use a pre-test and a post-test in conjunction with other evaluative instruments to assess the learning experience. It was also decided that follow-up evaluations would be made at six months and one year after completion of the project to ascertain what this course and resulting communication skills might mean in terms of families continuing in the foster care program.

RECRUITMENT OF PARTICIPANTS

A letter was sent to every foster family in San Diego County licensed in the last year explaining the project and inviting participation. It was pointed out that both parents must attend (except, of course, in the case of single parent families), and all must attend both the workshop and the classes. While not required to do so, participants were encouraged to take the workshop and class for the two units of college credit available. The letter also indicated that this class would be limited to the first 25 families (or 50 adults) returning the registration slip.

Letters were sent to ten experienced foster families asking for the help and participation of three to five couples as paraprofessional consultants. We were aiming at 40 participants in all.

Some agency workers were most helpful in contacting their newer families and urging attendance.

In all, we had 44 signed up by registration deadline with additional enquiries coming in after that date.

COURSE DETAIL

The objectives of the Family Communications Workshop/Class was to provide an opportunity for new foster parents to learn and practice communication skills necessary for relating to their children and to each other.

The immediate goals were to help the foster families develop better interpersonal communication within the family, improve relationships and help foster families deal with problems through the use of effective communications skills and networks of support. A long range goal was to lower the "drop-out" rate of foster families by offering them better communications tools and support.

The rationale for the intensive weekend was to attempt to create "instant" community and support, to build a level of trust necessary for personal exploring and sharing of attitudes, values and needs, and to present enough skill training that immediate practice and use would give evidence of the benefits of further skill training and practice.

The rationale of the six-weeks of classes was to allow time for exploring, practicing, assimilating and evaluating various concepts and skills and to provide an ongoing support group for the participants.

Included in the weekend workshops was community building, values clarification, what can and can't be controlled, the need to take care of oneself, dealing with negative feelings, sending skills and listening skills.

The six-weeks of classes included problem solving techniques, taking criticism without defensiveness, giving criticism, dealing with crisis, family communications models, setting limits, teaching responsibility and negative and positive reinforcement.

Evaluations were made by the participants at the end of the workshops and again at the end of the six weeks. There was also an overall evaluations instrument.

Pre-testing was done on the evening of the first meeting (Friday, May 4th) after an informal pot-luck dinner. Post testing will be conducted one month after completion of the six week class. (Last class met on Wednesday, June 13th.)

Methods of instruction included lecture, discussion, demonstrations, modeling, dyads, small groups, and role playing.

Emphasis was on self-exploration and communications skills practice using concerns, problems and needs of group members.

Materials used included, "Why Am I Afraid to Tell You Who I Am?" by John Powell, and numerous handouts.

EVALUATION

Format and Structure

The structure of this course was experimental. The use of an intensive workshop experience followed by six weeks of classes was used partly because of the wish to build "community" and a total immersion experience and partly because of the limited time duration of the project.

The overall evaluation of the participants was that the weekend was long but worth it for the "sharing, caring, and support" it produced. While most thought the format was effective and probably the best way to offer it, some thought the course could be offered as a 12 week course.

I see problems in offering the intensive workshop if child care funds are not available to foster parents. I think that if the intensive workshop is not offered there should be at least a full day or a long evening with a shared meal. This sharing of food and extended time together seems to be an important variable in facilitating an atmosphere of trust and openness.

Educational Objectives

All participants found they learned new communication skills and all but one participant found there was a bettering of family communication. As a result of the evaluation it is evident that the participants found the entire course practical, helpful and very valuable.

I found the depth of sharing and willingness to "work" on skills and techniques quite extraordinary.

Course Value to Participants

According to the overall evaluation, the course was very valuable. Through discussions with individual foster parents the immediate value was evident. The follow up studies will show how valuable the course will prove to be for the future.

Every participant indicated that they would recommend the course to other foster parents and only one would make the recommendation dependent upon the availability of child care funds. Every participant thought some form of Family Communication class should be offered every year.

Most expressed the effectiveness of having both parents participating and most commented on the insight gained as well as the skills learned.

Additional Comment

Although we had 44+ registered for the class the final total was 23 completing the class and one husband who came when his work schedule allowed. The main reason for this drop in numbers was that we had the bad luck to hold the workshops on the first day of the gas panic.....when chaos reigned and people were caught with their gas tanks down and the stations closed. Although we were able to set up car pools (our parents come from all over the county) we were not able to cope with everyone. Since there was no way to change the workshop at that late date we went with the number who could make the weekend. This was not an overnight....so people had to drive back and forth.

FUTURE PLANS

We will do follow up evaluation of the course goals in terms of how the families deal with future problems and how they experience family communication compared to families licensed for the same length of time who did not participate in the course. We will compare the "drop out rate" of both of these groups.

The District's Foster Care Services Certificate program (under the Child Development discipline) will continue with the offering of a semester course and an in-depth workshop each semester. These are open to any students and to any foster parents...foster parents may use these to fulfill mandated training requirements.

Since mandated training is still in it's first year we are not sure of all the ramifications. We are working on plans for a three-year master program... sort of a revolving set of classes and workshops covering areas that the foster parents and agency workers feel are necessary and relevant. Within this master plan we are leaving room for flexibility and adaptation to current needs and interests.

Our offering for the year 1979-80 are:

Fall, 1979 — Child Development 280--Special Topics in Child Development

Three one-unit modules centering around specific needs of children in different age groups and a study of resources available to each group.

Unit 1: Turning Your Toddler On

Unit 2: The Awkward In-Between Years

Unit 3: The Teen Years ("Emancipation Proclamation")

Child Development 280--Special Topics in Child Development

A one-unit two-day workshop, What's A Body to Do?, dealing with substance abuse education, poisons, basic first aid, modifying behavior through diet, drugs, and exercise (pros and cons).

Spring, 1980 — Child Development 145--Concepts of Foster Care

A three-unit full semester class offered once each school year.

Child Development 280--Special Topics in Child Development

A two-day one-unit workshop, Developing Self-Esteem in Children, is still in the planning stages.

SAN FRANCISCO CITY COLLEGE

PLANNING AND IMPLEMENTATION

The foster care curriculum for San Francisco Community College District, basically, is a continuation of the federally funded foster parent in-service training project, 1974-75.

1. The advisory committee is composed of foster parents, representatives of the Foster Parent Association, agency personnel, college personnel and two community agencies that focus on the same and/or related issues.

   The advisory committee makes recommendations and participates in the program planning by conducting a needs assessment; establishing programmatic goals and objectives; making decisions about content and structure; recruiting foster parents; participates in the selection process for instructors; and establishing evaluation procedures.

2. An assessment of the areas of concern to foster parents and foster care workers was conducted by the Foster Parent Association and the Foster Parent Alumni Association at their general meetings, and San Francisco Department of Social Service placement and licensing units.

3. The program goals and objectives established were to provide information to both foster parents and foster care workers with knowledge about human development, available community resources, and the necessity of the team approach to foster care.

RECRUITMENT OF PARTICIPANTS

The Community College District has had the major responsibility for recruiting participants. In the future, an organized approach which will utilize the combined services of the Foster Parent Association and the San Francisco Department of Social Service as well as the college will be implemented.

COURSE DETAIL/ON-GOING EVALUATION

The process evaluation seemed to be the most beneficial because it made allowances for immediate feedback and modification which helped to facilitate the established goals and objectives.

A process evaluation, developed by the 1974-75 project staff, is used to provide information needed to determine whether or not the courses are successfully meeting the needs of the participants.

The course offerings were as follows:

1. Four Orientation series were held during the 1978-79 year on Thursday nights. Orientation provides an overview of foster care.

2. Parenting Plus - 6/3 sessions. Course topics included human development; foster parent relationships; impact of the biological parent; agency policies and procedures.

3. Adolescent Development - 6/2 hour sessions. The course topics included the developmental stages of adolescents in foster placement; separation trauma; guidance problems; drugs and sexual concerns.

FINAL EVALUATION

A final evaluation form was utilized to elicit more detailed responses than time permits with the process evaluation. The responses were used as a guide for planning the next year's program.

While the overall educational goals and objectives were met, it was clear that the participants were requesting more information on coping with natural parents, behavior modification/intervention, children with special needs and state regulations. Additionally, some participants requested more flexibility in the structure of the program.

FUTURE PLANNING

The 1979-80 program will include day and night classes, special interest courses and advanced courses, as well as expand the present curriculum.

SHASTA COLLEGE

PLANNING AND IMPLEMENTATION

Planning for Foster Parent training began with a joint meeting of public agency representatives, college representatives, and Mr. Paul Brown, the end of April. At this time Mr. Brown informed the group about the Foster Parent Training Project. The committee was eventually expanded to include additional public agency representatives, and three foster parents. All members of the advisory committee were from Shasta County even though input from Tehama and Trinity counties was later solicited.

Following the initial meeting with Paul Brown, the advisory committee met twice in May. At the first meeting Deborah Bauer was named coordinator of the Foster Parent Training Project at Shasta College until June 30, 1979. It was also decided at this meeting that due to a lack of time before June 30, two survey workshops would be conducted in June to prepare for educational workshops that would take place at Shasta College during the Fall 1979 semester. These survey workshops would be used to conduct a needs assessment of the foster parents of Shasta, Tehama, and Trinity to determine the concerns and difficulties of foster parenting. These workshops would be conducted in an informal "rap-group" type format where all opinions would be aired. Small group discussions could take place if necessary. A written survey form would also be administered through the mail and collected at the workshop/discussions, or in enclosed return envelopes. Results of the workshop/discussions and written surveys would then be tabulated and the product would be used to determine the frequency, content, and time of educational workshops for the Fall.

The final meeting of the advisory committee took place in June following the two workshops/discussions. At this meeting it was decided that further follow-up was needed to contact foster parents who had not attended the workshop/discussion, or returned their written survey. If possible, these people would be surveyed by telephone and their input would be added to the information already gathered. This follow-up could also involve finding out why they had not responded thus far, and whether they would be further motivated to attend educational workshops through the offering of a certificate, or college credits.

The advisory committee ultimately consisted of three college representatives, three public agency representatives, and three foster parents who also belong to the Foster Parent Association of California.

RECRUITMENT OF PARTICIPANTS

Recruitment of the foster parents for the workshops/discussions was done in two ways. A ditto was sent out to all the foster parents in Shasta, Tehama, and Trinity counties. These fliers were sent out by the college. Members of the Foster Parent Association did back-up telephoning to urge participation in these two survey workshops. A written survey and accompanying letter was sent out by the college. Again back-up telephoning was used to obtain added information.

Recruitment efforts were partly successful. There was a high percentage of surveys returned in Shasta County and thirty-five people attended the workshop/discussions. There were only a few surveys returned from Tehama and Trinity counties and one parent at the workshop/discussion. The efforts were also successful in that the foster parents who have responded appear extremely interested in foster parent educational workshops and gave much feedback in the areas that they felt were important on the written survey and during the discussions. Almost all foster parents contacted expressed an interest in future education or training.

In conclusion, 150 surveys were sent out to foster parents and group foster homes. 100 of these surveys were to Shasta County residents. 35 of these surveys were completed and returned. The surveys were for the most part, from people in addition to those who attended the workshop/discussions on June 11 and June 12.

WORKSHOP DETAIL/ONGOING EVALUATION AND REVISION

The objectives of the two workshop/discussions were to give foster parents of Shasta, Tehama, and Trinity counties a chance to plan future educational workshops tailored to their specific individual needs. Foster parents were urged to come to one of two workshop discussions which were held on two consecutive nights, June 11 and June 12, at Shasta College. At this time discussions took place among representatives from the foster parent association, the college coordinator, and foster parents concerning the needs, problems, and concerns of foster parents. This data was documented for use in planning future educational workshops.

The following subjects were determined by the workshop/discussions as areas that cause concern for foster parents, and areas where additional training is needed. These areas are:

Legalities in Foster Parenting

In this area foster parents were concerned about signing papers that required the signature of the legal guardian. They also had many concerns requiring income tax, traveling out-of-state with the foster child, laws concerning natural family visitation and contracts, and protecting the child, and foster family's rights. Legalities concerning adoption was frequently mentioned as an area where more knowledge would be welcome.

Services for the Foster Family and Child

Foster parents at both discussion/workshops were concerned with getting more information concerning all the services available to the foster parent in providing for the foster child. Some questions they would like answered in training concern where they might find services available with medi-cal in the community, or where they can get extra funds for braces, music lessons, or other special needs of the child.

Teenage Foster Parenting

Areas where training is needed concern runaways, the teen who wants to change homes when his actions are limited, dealing with "street-wise" children who are well aware of the rules of the foster care system, the sexually active teen, and discipline.

Discipline

The foster parents at both workshop/discussions were concerned about many areas of discipline. Some areas discussed were, what can you do if you can't physically discipline? Other questions concerned lying, stealing, running away, abused and neglected children, and false incest accusations.

Dealing with the Natural Parent

Concerns in this area included involving the natural parent in the child's life, protecting the children from natural parents, and helping the child cope with these situations.

Besides outlining the above as areas where the foster parents had most need for training, the foster parents also felt strongly that a person concerned with teens should not have to attend trainings designed for the parents of pre-schoolers, and that a number of training workshops should be presented that could offer a large amount of choice to the foster parents in a wide variety of different situations. The foster parents also felt that they would like workshops presented by different community members including people from mental health, social agencies, and education.

Following the two workshop/discussions the Advisory Committee met to evaluate the information gathered at these sessions. It was decided that when educational workshops were presented in the fall, these varied interests and needs would be considered. It was also concluded that more information needed to be collected about whether the foster parents would like college credits, or a certificate, or whether they would pay a fee for their training. It was decided that more follow-up would be done in these areas by telephoning.

The objective of the mailed survey, like the workshop/discussions was to find out workshop interests for training in the future (see Appendix). The results of the survey were as follows:

1. Most frequently stated areas of high interest

    a. Emotionally disturbed child
    b. Foster parents' role and expectations of foster children
    c. Legal aspects of foster care

2. Areas of low interest, or no interest

    a. The retarded child
    b. Parent effectiveness

The other areas on the survey fell into a moderate interest level.

Ideas not already stated on the survey were also solicited. Additional ideas for workshops added on the form by foster parents were as follows:

1. Budgeting money for clothing, allowances, special needs of the child.

2. Maintaining positive, beneficial relationships between foster children.

3. Problem solving through team work between agency, natural parent, and foster parent.

4. Building self-esteem.

5. Dealing with the stress, depression, and sexual abuse of children.

FINAL EVALUATION

Future Format

In the final evaluation of what would insure successful foster parent training at Shasta College, it can be concluded from the survey form that evening classes would be the most convenient. Three times as many responses indicated evening classes were desired. Few people desired morning classes. The survey also indicated that about half of the people who responded included both parents who would be participating in future training. The survey also indicated that most people do not need transportation, and about one-half needed some child care arrangements to be made.

Needs Assessment Objectives

In determining whether the educational needs and desires of foster parents were established, it can be concluded that there was much agreement concerning the topics established in the workshop/discussions as most important. In both workshops the same topics came up. There was, however, a difference somewhat on what topics were considered to be most important on the survey. Both sets of topics will be used in the planning of the future educational workshops at Shasta College.

Course Value to Participants

Participating foster parents were for the most part enthusiastic about having the opportunities to voice their concerns and problems in foster parenting. Most parents were interested in a Fall program that would offer units for participation. The general feelings generated for the future were very positive from participants.

Follow-Up

A follow-up was conducted at the end of this project to determine the reasons why many people did not respond to the flier, the workshop/discussions, or the written, mail-back survey. The most common reasons were as follows:

1. After many years of trouble-free foster-parenting they felt they did not need to be involved.

2. They lost or threw away their surveys by mistake.

3. They meant to respond, were interested, and just didn't get around to it. These people had ideas on training of foster parents, that were added to information compiled by the survey and the workshop/discussions.

It can be concluded that one-half of foster parents in Shasta County will participate in foster parenting workshops at Shasta College. Incentives for participation would be offering varied topics in which a foster parent could choose what he/she found relevant, evening classes, units or certificates offered, and child care provided in some capacity.

Due to disinterest and/or present satisfaction with all aspects of foster parenting, many foster parents would not participate.

Future follow-up needs to be done to interest this segment of the foster parents, and to get more of a response from foster parents in Tehama and Trinity counties.

SOLANO COMMUNITY COLLEGE

PLANNING AND IMPLEMENTATION

Judith Isaksen was appointed program director of the foster parent program at Solano Community College. With her appointment, Richard Ida was appointed program coordinator of the foster parent program at the college, whose responsibility was to coordinate the planning, implementation and instruction of the program.

One of Mr. Ida's first tasks was to develop and to formulate the Solano Community College Foster Parent Advisory Committee. He approached the Solano County Social Welfare Department, where he was given the name of an interested agency employee and the names of foster parents who may have been interested in serving on the committee. The agency employee and foster parents were invited to serve on the advisory committee, and as a result, the agency employee and eleven foster parents accepted. The foster parent advisory committee ultimately consisted of two college instructors, one social worker supervisor from Solano County, and eleven foster parents from Solano County.

The foster parent advisory committee met in March, April and May to plan, discuss, formulate and finalize a program that would be most beneficial to the foster parents in Solano County. The location, day, time, length, number of sessions, and child care needs were determined. It was agreed by the committee that the sessions would be workshops with [illegible] college credit offered, and that guest speakers from the college and outside of the college would be utilized to lead the different workshops. The topics of the workshops were derived from a needs assessment which was sent to each Solano County licensed foster home, and were agreed upon by the committee.

RECRUITMENT OF PARTICIPANTS

Recruitment of participants for the program at Solano Community College was accomplished by the college, foster parents on the advisory committee, and the Solano County Social Welfare Department. The college produced a fact sheet and a registration form, which it sent to each Solano County licensed foster home. Also, the college had the information passed on to the local newspapers in the county and a local cable television network. The foster parents on the advisory committee telephoned foster parents in their respective areas to inform and to remind them of the workshops. The Solano County Social Welfare Department distributed the information to newly licensed foster parents, prospective foster parents, and interested individuals.

Recruitment efforts at Solano Community College were not as successful as anticipated, but considering registration and enrollment of past foster parent workshops and in-service trainings given by other agencies, there was a feeling of success. Out of the 150 fact sheet and registration form packets distributed, approximately thirty-six registration forms were returned to attend one workshop or more.

COURSE DETAIL/ONGOING EVALUATION AND REVISION

The main objectives of the program at Solano Community College were to, one, explore the art of being a foster parent, and, two, investigate and develop skills and techniques in fostering children who have been removed or separated from their own parents. In a nutshell, the program's intentions were to enable participants to be able to enhance their effectiveness as foster parents.

The workshops and the speakers were scheduled for Tuesday evenings, from 7:00 p.m. to 10:00 p.m., starting May 22, 1979 and ending June 19, 1979, at Solano Community College. There were five workshops, covering child development (birth through adolescence, attachment behavior and separation anxiety), the exceptional child (emotional problems, mental and emotional disturbances, gifted children, and Solano County resources), issues regarding the roles and relationships of law agencies, placement agencies, the social worker, and foster and natural parents, and being a foster parent.

Methods used in presenting workshop materials and information were left up to the guest speakers. Methods included lecture, group discussion, panel presentation and discussion, filmstrips, handouts, and group sharing.

Ongoing evaluation of each workshop format came from after workshop discussion amongst participants and presenters/guest speakers. No formal ongoing evaluation technique was developed, but such a technique will be developed and implemented for the 1979-1980 community college year.

FINAL EVALUATION

Format and Structure

The format and structure of the workshops at Solano Community College were appropriate for those who participated, whether they were foster parents, agency workers, prospective foster parents or interested individuals. Since regular attendance was encouraged but not mandatory, and course credit was not available at this time, there was not undue threat or burden of having to pass.

Educational Objectives

No formal assessment was used to determine whether the educational objectives established had been met. From informal discussion with Mr. Ida, participants expressed favorable opinions toward the workshops, except for the workshop concerned with Child Development--2 years old through Adolescence. It was felt that too much emphasis was placed on adolescence, and the realities of foster adolescents were not adequately covered.

On the whole, as observed by Mr. Ida, the educational objectives were relevant to the concerns of the foster parents and other individuals who participated.

Course Value to Participants

The course value seemed to center around three areas: 1) relevance to the foster parent; 2) interaction between guest speakers and participants; and 3) interaction between foster parents and other participants.

Participants who attended the workshops expressed strong feelings about workshops being relevant to foster parents, because of their unique position. Common opinion was that anyone could lecture and/or discuss any topic that could be within the realm of foster parenting and care, but if the lecture and/or discussion did not center around foster parenting and care, it was not beneficial. This matter of relevance was dealt with by discussing with the guest speakers, prior to when they were scheduled, the need for their presentations to focus on foster parenting and care.

Both formal and informal discussions between the guest speakers and participants were beneficial. Participants viewed these as being an important tool in that guest speakers did not seem to be such an imposing figure as participants first thought, and more could be gained through discussion than listening to a lecture.

What proved to be significant was the opportunity for the foster parents and other participants to get together. From each workshop both common and uncommon problems and conflicts were brought out and discussed. Not every problem and conflict was resolved or solved, but what came out was that they could see that others had similar problems and conflicts, and they could approach each other in finding ways to cope with their problems and conflicts.

FUTURE PLANNING AND COMMENTS

Solano Community College and the Solano Community College Foster Parent Advisory Committee are hopeful that future funding will be available to the college. They do intend to participate in the foster parent training program for 1979-80, and they are very interested in participation and representation on a committee to help develop a state-wide program.

TAFT COLLEGE

PLANNING AND IMPLEMENTATION

Dave Robertson was appointed Director of the Taft College Foster Parents project. Upon advisement of the Welfare Department, an Advisory Committee was appointed. This committee consisted of four foster parents, four representatives of Taft College: the Dean of Instruction, Project Director, Dean of the Evening College, and Public Relations Director; and two representatives from the Welfare Department.

The Advisory Committee met March 20, 1979. Input from the committee was gathered concerning the type of delivery system to be used, suggested topics, facilitators for programs, times and length of workshops, location, and format of the workshops.

RECRUITMENT OF PARTICIPANTS

A list of foster parents on the Westside was procured from the Welfare Department. Prior to the May 19th workshop all foster parents were contacted by mail. Prior to the June 9th workshop, all foster parents and interested parties were mailed a flyer. In addition, all foster parents were personally contacted by Mr. Robertson or Mrs. Kennedy prior to both workshops and invited to attend the workshop. Several articles appeared in the Taft Daily Midway Driller and the Bakersfield Californian.

COURSE DETAIL/ONGOING EVALUATION AND REVISION

Objectives for the two workshops were established by the foster parents who were members of the Advisory Committee. The first workshop was requested due to legal limitations placed on foster parents. The Advisory Committee felt expertise and assistance was needed by parents in modifying behavior of foster children. Dr. Don Greene, who has had considerable experience both as a consultant and practitioner in behavior modification, conducted the workshop. The key of the workshop was the interaction and involvement of participants.

The Advisory Committee requested that the second workshop deal with the "Psychology of the Abused Child". The committee observed that almost all foster children come into the home abused physically, mentally, sexually, or a combination of all three. Mrs. Margaret Ireton conducted the second workshop. Mrs. Ireton is a retired social worker who is now active in "Haven House", a center for abused children in Bakersfield, California.

In dealing with foster parents on the Westside, we discovered one of the major difficulties in the availability of foster parents was their inability to leave their home to attend meetings. In order to alleviate this problem, a baby-sitter was provided at the workshops. However, many foster parents were still unable to attend the workshops.

In searching for different delivery systems, it was determined to utilize Taft College's T.V. potential. Taft College has a T.V. studio and considerable sophisticated video equipment. The institution also has access to the local cable company T.V. channel. Both workshops were video taped and are now being edited to develop a program on foster parenting. This video tape will be played several times on cable T.V. to afford those who were unable to attend the sessions an opportunity to see the program. The video tape will also be available in our Learning Resource Center for viewing by any foster parents or potential foster parents.

FINAL EVALUATIONS

Format and Structure

The Advisory Committee recommended single workshops be conducted rather than courses. It was also recommended the workshops be held on week-ends rather than evening. These recommendations were followed.

Educational Objectives

Objectives were developed by the Advisory Committee. Due to the late start of the program in the year, only two workshops were held, and so obviously all objectives could not be met.

Course Value to Participants

Due to the small number of participants a formal written evaluation was not held. Rather an oral evaluation was conducted. Participants reported satisfaction with the workshops. In fact, it was suggested the workshops be opened to the general public as the topics and objectives applied not just to foster parenting but parenting in general.

FUTURE PLANNING AND COMMENTS

Although the number of participants was disappointing, based on reports from around the State, it was not surprising. Participants were enthusiastic about the workshops and have encouraged Taft College to continue the program next year. One encouraging aspect was the increase in the number of potential foster parents who attended the second workshop. At the conclusion of the program even our video cameraman expressed an interest and enthusiasm about becoming a foster parent.

Foster parents appeared to gain insight not just from the workshops, but from having the opportunity to visit with one another over a cup of coffee and exchange problems and solutions. In the spirit of a true community college, Taft College hopes to continue the foster parent program next year to assist the community meet this pressing need.

WEST VALLEY COMMUNITY COLLEGE DISTRICT

PLANNING AND IMPLEMENTATION

Upon advisement that Mission College had been selected as a participant in the consortium on Foster Parent Training, an Advisory Board was compiled. They met on April 26, 1979 and a plan for the present fiscal year was formulated.

It was decided at that meeting that a workshop would be held for foster parents and professionals in the County who had training programs, and an attempt would be made to determine training needs and to coordinate County Training Programs.

On May 2 a smaller Planning Committee met and developed the goals, plans and participant lists for a luncheon/workshop to be held on June 21, 1979, at Mariani's Restaurant in Santa Clara. This small committee met again on June 7 to complete the format and agenda details. Day Care was to be made available through Mission College Day Care Center.

RECRUITMENT OF PARTICIPANTS

Invitations to participate in the foster care workshop were sent to current foster parents, social service workers, local community colleges and districts, private agencies and the County Board of Supervisors.

WORKSHOP DETAIL

There were twenty-eight people who attended the Foster Parent Workshop luncheon held on June 21, 1979, at Mariani's Restaurant in Santa Clara. The majority of these attendees were foster parents, both long-term care and emergency-care parents. In addition, there were representatives from the Department of Social Services, Mission, West Valley and San Jose City Colleges, West Valley College District Board, Community Association for the Retarded and County Board of Supervisors.

The luncheon opened with an address from Mr. Rod Diridon, President of the County Board of Supervisors, regarding foster care and the need for additional private foster care homes. During the discussion which followed, the foster parents expressed a need for additional support in the form of guidance and financial assistance. Mr. Diridon encouraged the group to unite, identify their main concerns and speak to the Department of Social Services through their group organization.

Following the discussion, the group divided into three small groups and were directed to identify training needs of foster parents. A summary of the groups' results is as follows:

Group summary

Suggestions made for foster parent training:

--Identification of the role of the foster parent as a professional child care person

--Learning the approaches for "integration of child with family"

--Acceptance of separation from the foster child

--Systems to be learned/used in how to deal with children of all circumstances, i.e., emergency care, institutionalized children, etc.

--Classes should be held on Saturdays, or evenings (not days); classes should be short term; consideration of TV courses

--Classes should be geared to experience, or lack of foster parents

--Provide a center for child care when parent attends class

--Foster parents should become more united, such as having a structured Association and Advisory Board

--Arrangement for workshops (with strong leaders)

Classes now available for foster parents

Classes	Location
Child Development Learning Disabilities Defiance & Anger Creative Discipline Separation Dealing with Natural Parents	County Dept. Social Services (Spanish Speaking)
Home Companion Care for the Developmentally Disabled	Community Association for the Retarded (CAR) (18 years old +)
Foster Parent Orientation	S.C. Co. Dept. Social Service (Prospective Foster Parents)
Short-Term Emergency Shelter Parent Training (Projected September 1979)	Emergency Treatment Center (Current & Potential Foster Parents)
Division of Community Services	County Dept. Social Services (McDonnel Hall, San Antonio St., San Jose) (For Spanish Speaking)
Previously Held Workshops	San Jose City College

FINAL EVALUATION

The workshop evaluations showed a commitment on the part of the participants. The workshop pointed to two major areas in which further training might be valuable, Respite Child Care Training, and Workshops in Group Organizations. There appeared to be needs for training of new parents, and it was suggested that the teacher of each team teach with an experienced parent. Several parents volunteered for this duty.

FUTURE PLANNING

It was suggested that the project be divided into two phases for purposes of planning, and that an attempt be made to have an Advisory Board Meeting in the last week of July for purposes of developing a grant proposal for the fiscal year 1979-80. San Jose City College and Mission agreed to operate in a consortium so that classes could be offered in convenient locations.

PROJECT DIRECTOR'S SUMMARY AND OBSERVATIONS

The following are the general and specific objectives set forth in the grant proposal:

The long-range of the Foster Care Development Project was to enable community colleges in California to offer specialized parent education to those who foster individuals with a wide range of needs and/or handicaps in a manner which is consistent with both the educational needs identified and Title XX, Subpart H. Section 228.81 (g), Social Security Act.

The specific objectives of the proposal (F/Y 1978-79) were:

a. To continue to identify and locate foster family homes and foster care workers which are providing services described in Section 228.81 as participants in the specialized parent education offerings.

b. To further refine the modules on effective techniques in managing emotional and/or behavioral problems developed in 1974 - 1975, and the modules or the team approach to foster care developed in 1976 - 1977 for implementation during F/Y 1978-79 in additional community colleges which represent a cross-section of demographic areas.

c. To plan, develop, test, refine, and implement individualized instruction packets on effective techniques in managing emotional and/or behavioral problems for use by social service agencies and community colleges serving rural or other areas of sparse foster parent population.

d. To provide ongoing coordination and utilization of program resources and services offered by community colleges in California in cooperation with local social service agencies (i.e., San Joaquin Department of Public Assistance, Contra Costa Social Services, etc.), with particular emphasis on community colleges not now so engaged.

An inspection of each college's report, reflects the extent to which the objectives were met. Any weaknesses in meeting the objectives were caused by the limited duration of the contract. The colleges had less than five months to plan, execute and evaluate their program. It must be stressed that in order to adequately meet the state's needs for foster care training, the colleges must be able to do long range planning, implement their programs, evaluate what was done, revise their program and then reimplement the program.

In looking back over what we have accomplished since the project's inception in January, I am pleased and impressed with how quickly the community colleges have been able to respond to the provisions of the contract. Over 1100 foster parents, potential foster parents and foster care workers have attended the various classes and workshops at these colleges in just a little over four months of developing curriculum, recruiting, implementing, and evaluating the programs. I believe that it is only the community colleges that have the organization and flexibility to respond so quickly to an expressed community need.

I also find each college's program to be unique and representative of the needs of a particular geographical area. The Chancellor's Office has been able to provide general guidelines, coordination and technical assistance, which the advisory committees have been able to tailor to meet the specific needs of a particular area.

Feedback also indicates that the vast majority of foster parents are not looking for academic, traditional classes that lead to a degree. They are not interested in taking tests, writing papers and completing the assignments that are part of our regular classes. Foster parents also stress that they desire classes that are specifically tailored to their needs. Few will participate in the early childhood education classes offered on the community college campus.

The participating colleges also found that it is difficult to design a program that makes it possible for foster parents to attend. Whether the classes were held morning, afternoon, evening, weekends, on campus or off campus, it was found that many foster parents could not attend. It was found, however, that colleges having money to offer child care were much more successful in getting foster parents to participate. These findings have caused us to evaluate our modes of presentation. We are considering the possibility of using in-home television as a delivery system.

Because of community college's unique position, I feel that serious consideration must be given to continued and greatly increased funding for the 1979-80 school year and subsequent years. Community colleges are in the best possible position to offer the short-term, indepth training that foster parents so desperately need and desire.

APPENDIX A

STATE ADVISORY COMMITTEE

CALIFORNIA COMMUNITY COLLEGES
ADVISORY COMMITTEE ON FOSTER CARE DEVELOPMENT

The California Community College Chancellor's Office maintains a State-wide Foster Care Development Advisory Committee.

The members of this Advisory Committee are:

1. Mr. Peter Breen - Assistant Director, Marin County Department of Health and Human Services, Civic Center Branch

2. Mr. Wes Jones - Director of Department of Social Services, San Jose, CA

3. Ms. Sue Lydick - Director of Imperial County Welfare Department

4. Mr. Phil Rusnak - Director of Tulare County Welfare Department Visalia, CA

5. Mrs. Margaret Tomczak - Executive Officer of Sacramento Children's Commission, Past Director of Foster Parent In-Service Training Project at Chancellor's Office 1974-77; Chairperson of Education Committee, C.S.F.P.A.

6. Ms. Deborah Davis - Assoc. Professor, Early Childhood Development, Chaffey College; Project Director of Chaffey Foster Parent Training Project (F.P.T.P.)

7. Ms. Chizu Iiyama - Contra Costa College, Dept. Head - Early Childhood Education, Project Director of CCC F.P.T.P.

8. Mrs. Ruth Morris - San Diego Community College District, Vocational Coord.; Project Director of San Diego F/P.T.P.
   Bobbi Towne - Alternate for Ruth Morris

9. Ms. Carol Sharpe - Bakersfield College, Chairperson - Home Economics, Project Director of Bakersfield F.P.T.P.

10. Mr. Robert Wood - Chabot College, Project Director of F.P.T.P.; Chairperson, Public Services

11. Mr. Ugo Lea - Dean of Student Services, Modesto Junior College. Modesto is also one of the colleges participating in the project.

12. Mr. Paul Filter - Dean of Instruction, Taft College. Coordinator of Taft College F.P.T.P.

13. Mr. Verner Felker - Consultant on Foster Care, State Department of Social Services' Family and Children's Services Branch.

14. Mrs. Bobbi Clark - California State Foster Parent Association (C.S.F.P.A.)

15. Mrs. Rhonda Kloempken - President, California State Foster Parent Association

16. Mrs. Warene McGhee - Central Region V.P., C.S.F.P.A., Past President of Sacramento Foster Parent Association

17. Mrs. Elinor Reynolds - Northern Region V.P., C.S.F.P.A.

18. Mrs. Dorothy Stoekle - California State Foster Parent Association Los Angeles, CA

19. Mrs. Lorene Collins - California State Foster Parent Association, San Luis Obispo Chapter President

APPENDIX B

PROJECT DIRECTORS

Bakersfield College (Bakersfield)
Carol Sharpe

Cerritos College (Norwalk)
Richard Whiteman
Dearesteen Langdon

Chabot College (Hayward)
Robert Wood

Chaffey College
Deborah Davis

Contra Costa College (San Pablo)
Chizu Iiyama

Cuesta College (San Luis Obispo)
Edwin M. Pearce
Barbara Hughes

Imperial College (Imperial)
Barbara Macci

L.A. City College (Los Angeles)
Joan Hudiburg

L.A. Harbor College (Los Angeles)
JoRae Zuckerman
Beverly Fridley

Merritt College (Oakland)
Mardree Scott

Modesto Junior College (Modesto)
Ron Monzoni

Monterey Peninsula College (Monterey)
Bea Siegal

Orange Coast College (Costa Mesa)
Pat Eggleston
Glenda Riddick

Oxnard College (Oxnard)
Jeri Jensen

Porterville College (Porterville)
Don Perez

San Diego CCD (San Diego)
Ruth Morris
Barbara Towne

San Francisco City College (San Francisco)
Rosemary Darden

Shasta College (Redding)
Walter L. Brooks
Deborah Bauer

Solano College
Judith Isaksen
Richard Ida

Taft College (Taft)
Dr. Paul Filter
Dave Robertson

West Valley CCD (Saratoga)
Philip De Marco
Phyllis Williams (Mission College)

APPENDIX C

COURSE DATA

College	Type of Offering	Title	Credit	Session Data: Number	Session Data: Frequency	Location	Dates
Bakersfield College	Course	Survey of Special Education	3	18	Weekly	On-Campus	1/29/79-6/9/79
	Course	Working with Emotionally Handicapped Child	1	5	Daily	On-Campus	6/18/79-6/25/79
	Course	Techniques for Handling Problem Behavior	1	6	Bi-Weekly	On-Campus	6/18/79-7/9/79
	Workshop	Meeting Emotional Needs of Foster Child	Non-Credit	1	Once	On-Campus	6/16/79
	Workshop	Teaching Games for the Foster Child	1/2	1	Once	On-Campus	6/30/79
Cerritos College	Course	C.E. 50 Introduction to Foster Parent Education	1	9	Weekly	On-Campus	2/5/79-4/7/79
	Course	SEA 36 - Management Techniques for Learning Disabilities	1	9	Weekly	On-Campus	4/16/79-6/16/79
	Workshop	Foster Parent-Natural Parent	Non-Credit Certificate	1	Once	On-Campus	5/5/79
Chabot College	Course	ECD 98-14 Foster Parenting the Adoles.	1*	6	Weekly	On-Campus	5/9/79-6/13/79
	Course	ECD 120-95 Special Problems in Foster Parenting	1/2*	3	Weekly	Community Child Care Center	5/8/79-5/22/79
	Course	ECD 120-96 Special Problems in Foster Parenting	1/2*	3	Weekly	Pleasanton Federal Correctional Facil.	5/11/79-5/25/79

*These courses were offered for non-credit also.

College	Type of Offering	Title	Credit	Session Data: Number	Session Data: Frequency	Location	Dates
Chabot College (Cont.)	Course	ECD 121-96 Special Problems in Foster Parenting	1/2*	3	Weekly	Pleasanton Federal Correctional Facil.	5/29/79-6/5/79
	Workshop	"Foster Parenting: Much Done and Much to Do"	Non-Credit	1	Once	On-Campus	5/19/79
Chaffey College	Course	ChDev 552 - Field Research in Childhood Development	4	12	Weekly	On-Campus	4/4/79-6/20/79
Contra Costa College	Course	E.C.E. 298-90 Working with Adolescents	1	6	Weekly	Richmond YWCA	2/21/79-3/28/79
	Course	Child Abuse	1	6	Weekly	Richmond YWCA	2/6/79-3/13/79
	Workshop	"Dealing with Feelings" and "Family Communication"	Non-Credit	1	Once	On-Campus	5/24/79
	Workshop	Nature Study Day	Non-Credit	1	Once	Alvarado Park	6/2/79
Cuesta College	Workshop	"Joys and Sorrows of Being a Foster Parent"	Non-Credit Certificate	1	Once	Sec. Pac. Nat'l. Bank	3/17/79
	Workshop	"Building Self-Esteem"	Non-Credit Certificate	1	Once	On-Campus	3/24/79
	Workshop	"The Challenge of Effective Discipline"	Non-Credit Certificate	1	Once	On-Campus	4/21/79
	Workshop	"Becoming a Foster Parent"	Non-Credit Certificate	1	Once	On-Campus	5/5/79
Imperial College	Workshop	"How to Provide for a Child's Needs"	Non-Credit Certificate	3	Monthly	Welfare Dept.	4/25/79, 5/16/79 6/20/79

*These courses were offered for non-credit also.

College	Type of Offering	Title	Credit	Session Data			
				Number	Frequency	Location	Dates
Los Angeles City College	Course	C.D. 70 A Foster Parent/ Child Interaction	1	9	Weekly	On-Campus	4/17/79-6/12/79
Los Angeles Harbor College	Workshop	Psych. 40D Psychology of Parent Child Relations for Foster Parents	1/2	2	Weekly	On-Campus	5/22/79, 5/29/79
Merritt College	Mini-Course	Foster Parenting Children of Violence	1	6	Weekly	On-Campus	5/7/79-6/18/79
	Workshop	Foster Parenting: Much Done and Much to do	1/2*	1	Once	On-Campus	6/2/79
Modesto Jr. College	Workshop	Foster Parent Workshop	Non-Credit	1	Once	On-Campus	4/28/79
Monterey Peninsula College	Lecture/ Discussion Series	Different Topics in Foster Parenting	Non-Credit	18	Weekly	Private Residence	3/1/79-6/21/79
Orange Coast College	Workshop	Who Cares? We Care Foster Parenting Today	Non-Credit	1	Once	On-Campus	5/5/79
Oxnard College	Workshop	Skills in Foster Parenting	1/2	2	Twice	On-Campus	5/5/79, 5/19/79
Porterville College	Needs Assessment	Foster Parent Survey	Non-Credit	3	Weekly	Community Meeting Rooms	6/5/79, 6/13/79, 6/21/79
San Diego College	Course	C.D. 145 - Concepts of Foster Care	3	18	Weekly	On-Campus	Spring Semester 1979
	Workshop	Guiding the Sexual Development of the Foster Child	1	2	Monthly	Balboa Park	2/27/79, 3/6/79
	Workshop	Family Communications	2	8	Weekly, One Eve. & All Day	Girl Scout Headquarters	5/4/79-5/5/79 5/6/79-6/13/79

*These courses were offered for non-credit also.

College	Type of Offering	Title	Credit	Session Data		Location	Dates
				Number	Frequency		
San Francisco City College	Course	Foster Parent Orientation	Non-Credit	3	Weekly	On-Campus	2/8, 2/15, 2/22/79
	Course	Introduction to Foster Parenting	Non-Credit	6	Weekly	On-Campus	4/8/79-5/23/79
	Workshop Series	Parenting Plus	Non-Credit	5	Weekly	On-Campus	4/25/79-5/23/79
	Course	Foster Parent Orientation	Non-Credit	3	Weekly	On-Campus	5/3, 5/10, 5/17/79
Shasta College	Workshop	Foster Parent In-Service Training/Planning Workshop	Non-Credit	2	Twice	On-Campus	6/11/79-6/12/79
Solano College	Workshop Series	Foster Parenting and Care	Certificate	5	Weekly	On-Campus	5/22/79-6/19/79
Taft College	Workshop	Behavior Modification	Non-Credit	1	Once	On-Campus	5/19/79
	Workshop	Psychology of the Abused Child	Non-Credit	1	Once	On-Campus	6/9/79
West Valley College	Needs Assessment Workshop	Foster Parent Workshop/ Luncheon	Non-Credit	1	Once	Mariani's Restaurant	6/21/79

APPENDIX D

PARTICIPANT DATA

Bakersfield College

Course/Workshop Title	Number Attending
Survey of Special Education	22
Working with Emotionally Handicapped Child	24
Techiques for Handling Problem Behaviors	25
Meeting Emotional Needs of Foster Child	15
Teaching Games for the Foster Child	9

Cerritos College

Course/Workshop Title	
CE 50-Introduction to Foster Parent Education	23
SEA 36-Management Techniques for Learning Disabilities	11
Foster Parent-Natural Parent Workshop	70

Chabot College

Course/Workshop Title	
E.C.D. 98.14-Foster Parenting the Adolescent	26
E.C.D. 120-96-Special Problems in Foster Parenting	12
E.C.D. 120-96-Special Problems in Foster Parenting	11
E.C.D. 121-96-Special Problems in Foster Parenting	*15
"Foster Parenting: Much Done and Much to Do"	13

Chaffey College

Course/Workshop Title	
Ch. Dev. 552-Field Research in Childhood Development	15

*These fifteen duplicated in previous courses

Contra Costa College

Course/Workshop Title	Number Attending
E.C.E. 298-90-Working with Adolescents	12
Child Abuse	25
"Dealing with Feelings" and "Family Communication"	31
Nature Study Day	41

Cuesta College

Course/Workshop Title	
"Joys and Sorrows of Being a Foster Parent"	26
"Building Self-Esteem"	25
"The Challenge of Effective Discipline"	21
"Becoming a Foster Parent"	19

Imperial College

Course/Workshop Title	
How to Provide for a Child's Needs	49

L.A. City College

Course/Workshop Title	
C.D. 70A Foster Parent/Child Interaction	50

L.A. Harbor College

Course/Workshop Title	
The Psychology of Parent-Child Relations for Foster Parents(40D)	27

Merritt College

Course/Workshop Title	
Foster Parenting Children of Violence	24
Foster Parenting: Much Done, Much to Do	55

Modesto Jr. College

Course/Workshop Title	Number Attending
Foster Parent Workshop	57

Monterey Peninsula College

Course/Workshop Title	
Topics in Foster Parenting	66

Orange Coast College

Course/Workshop Title	
Who Cares? We Care - Foster Parenting Today	14

Oxnard College

Course/Workshop Title	
Skills in Foster Parenting	15

Porterville College

Course/Workshop Title	
Foster Parent Survey	33

San Diego CCD

Course/Workshop Title	
C.D. 145-Concepts of Foster Care	15
Guiding the Sexual Development of the Foster Child	82
Family Communications	23

San Francisco City College

Course/Workshop Title	
Foster Parent Orientation	15
Introduction to Foster Parenting	18
Parenting Plus	17
Foster Parent Orientation	15

Shasta College

Course/Workshop Title	
Foster Parent In-Service Training/Planning Workshop	35

Solano College

Course/Workshop Title	Number Attending
Foster Parenting and Care	17

Taft College

Course/Workshop Title	
Behavior Modification	5
Psychology of the Abused Child	8
T.V. Video Presentation (of above)	?

West Valley CCD

Course/Workshop Title	
Foster Parent Workshop Luncheon	28

PARTICIPANT DATA

College	Foster Parents	Potential Foster Parents	Foster Care Workers	Other	Unknown Participants	Total Participants
Bakersfield	45	45	5	0	0	95
Cerritos	93	6	5	0	0	104
Chabot	30	12	5	15	0	62
Chaffey	0	2	13	0	0	15
Contra Costa	35	10	5	21	37	108
Cuesta	13	20	4	2	0	39
Imperial	36	10	3	0	0	49
L.A. City	48	2	0	0	0	50
L.A. Harbor	25	2	0	0	0	27
Merritt	63	2	0	15	0	80
Modesto	45	0	4	8	0	57
Monterey	34	3	3	26	0	66
Orange Coast	14	0	0	0	0	14
Oxnard	12	0	3	3	0	18
Porterville	17	0	13	3	0	33
San Diego	85	5	28	16	0	134
San Francisco	65	0	0	0	0	65
Shasta	26	8	0	1	0	35
Solano	14	2	1	0	0	17
Taft	8	3	0	2	0	13
West Valley	25	0	3	0	0	28

PARTICIPANT DATA

College	Men	Women	Unknown Sex	Couples	Indlvs.	Unknown Composition	Caucasian	Black	Mexican-American	Other	Unknown Race
Bakersfield	19	76	0	3	89	0	68	15	12	0	0
Cerritos	-	-	93	-	-	93	-	-	-	-	93
Chabot	18	44	0	8	46	0	47	8	5	2	0
Chaffey	1	14	0	0	15	0	10	3	2	0	0
Contra Costa	6	44	58	4	33	37	43	28	0	0	37
Cuesta	12	27	0	3	33	-	-	-	-	-	39
Imperial	10	37	0	8	33	0	12	5	32	0	0
L.A. City	8	42	0	4	42	0	8	33	5	3	0
L.A. Harbor	2	25	0	0	27	0	13	12	2	0	0
Merritt	2	20	55	2	21	55	-	-	-	-	80
Modesto	21	36	0	-	-	57	-	3	-	-	54
Monterey	13	27	26	6	54	0	34	1	4	1	26
Orange Coast	2	12	0	-	-	14	14	0	0	0	0
Oxnard	2	10	6	3	12	0	9	1	1	1	6
Porterville	9	24	0	4	25	0	33	0	0	0	0
San Diego	28	91	15	17	85	15	19	4	-	-	111
San Francisco	-	-	65	-	-	65	-	-	-	-	65
Shasta	12	23	0	12	11	0	35	0	0	0	0
Solano	4	13	0	3	11	0	14	3	0	0	0
Taft	4	9	0	3	7	0	13	0	0	0	0
West Valley	-	-	28	-	-	28	-	-	-	-	28

APPENDIX E

COURSE ANNOUNCEMENTS, COURSE OUTLINES (SELECTED)

CERRITOS COLLEGE

FOSTER PARENT-NATURAL PARENT WORKSHOP

Date: Saturday, May 5, 1979

Time: 9:00 a.m. to 3:45 p.m.

Fee: No Charge

Place: Cerritos Community College
11110 E. Alondra Boulevard
Norwalk, California 90650
Health Sciences Building

AGENDA

9:00 - 9:30 a.m.	Registration (Coffee and rolls will be served free of charge)	Health Sciences Bldg., Room 102
9:30 - 10:00 a.m.	Opening Remarks	
10:00 - 12:00 noon	Morning Workshop Presentation*	
12:00 - 1:30 p.m.	Lunch Break (Eating facilities located close to college campus.)	
1:30 - 3:30 p.m.	Afternoon Workshop Presentation*	
3:30 - 3:45 p.m.	Evaluation - Sign up for 5 hrs. credit by D.P.S.S.	

WORKSHOP TOPICS

1. SPECIAL PROBLEMS OF TEENAGERS
2. ALTERNATIVE METHODS OF DISCIPLINE
3. GROWING UP - MALE AND FEMALE

*Each topic will be presented once in the a.m. and once in the p.m. This will give each participant the opportunity to hear two of the three topics presented.

CREDIT

Department of Public Social Service will give foster parents credit for five hours training for attendance at this workshop.

This FREE, one day workshop will present answers, ideas, and techniques for natural parents, foster parents, social workers, etc., in dealing with day to day concerns for children of all ages. Plan to attend this one day free workshop and learn effective techniques in helping foster-natural children.

For further information:

Call: (213) 860-2451, Ext. 551 - (8:00 a.m. - 5:00 p.m.)
Monday thru Friday

Child care will not be available.

CHABOT COLLEGE

Course Outline for Early Childhood Development 98.19
Foster Parenting the Adolescent

Catalog Description:

98.19 Foster Parenting the Adolescent 1 Unit

An examination of the special relationship between foster parents and adolescents in placement. A description of adolescence as a developmental stage and a discussion of the difficulties and satisfactions found in parenting teenagers in conflict. (15 Hours Total)

Expected Outcomes for Students:

1. Students will learn about the developmental stages of adolescence.
2. Students will learn techniques of parenting teenagers and so increase their ability to work with adolescents in placement.
3. Students will learn modes of working with the family of origin and the involved community agencies.
4. Students will acquire information concerning diet and nutrition as an approach to behavior control.

Course Content:

1. An overview of the psychology of adolescence.
2. A description of how adolescents come to need out of home placement.
3. An indepth look at foster parenting and adolescents.
4. Students will be given specific techniques for increasing skills in working with adolescents, their family of origin, and community service agencies.

Methods of Presentation:

1. Assigned readings
2. Guest speakers
3. Class discussion
4. Films and tapes

Methods of Evaluating Student Progress:

1. Examinations
2. Class participation and attendance 91

CHABOT COLLEGE

Course Outline for Early Childhood Development 120
Special Problems in Foster Parenting
(intended for foster parents of the
children of incarcerated mothers)

Catalog Description:

120 Special Problems in Foster Parenting 1/2 Unit

An introduction to the unique problems of foster parents (current and prospective) who work with children drawn from specific categories. Emphasis given to discussion of problems associated with foster parenting the children of inmate mothers. Understanding the penal system and the conditions of prison life. (9 Hours Total)

Expected Outcomes for Students:

1. Students will be able to demonstrate greater understanding of the problems of the child whose mother is incarcerated.
2. Students will have had opportunities to share specific problems with the class and receive feedback from class members and the instructor.
3. Students will better comprehend the functioning of the penal system.
4. Students will better understand the day-to-day conditions experienced by an inmate.

Course Content:

1. Understanding how the penal system works.
2. Helping a child understand the situation of having a mother in prison.
3. Learning what it is like to be in prison.
4. Handling problems of separation, anger, guilt on the part of the foster children.

Methods of Presentation:

1. Informal lecture and discussion
2. Films
3. Role-plays

Methods of Evaluating Student Progress:

1. Weekly logbook assignments
2. Participation

Minimum Student Materials:

None

92

CHABOT COLLEGE

Course Outline for Early Childhood Development 121
Advanced Foster Parenting

Catalog Description:

121 Advanced Foster Parenting 1/2 Unit

Intended for foster parents and inmate mothers who have completed Early Childhood Development 120, Special Problems in Foster Parenting. A review of the problems and issues associated with foster parenting children of inmate mothers. Development of strategies for working together for the well-being of the child. (9 Hours Total)

Expected Outcomes for Students:

1. Students will deepen understanding of the problems of the "other side" (i.e. foster parent or inmate mother).

2. Students will be able to use new strategies for planning activities for foster children in placement.

3. Students will be able to identify and articulate feelings associated with either foster parenting children of inmate mothers or seeing one's child parented by another person.

4. Students will increase their skills in working with case workers and other agency personnel.

Course Content:

1. Focusing in on what it is like for the "other side."

2. Working together to plan for the child.

3. Getting in touch with one's own feelings and learning to articulate those feelings.

4. Improving relationships with case workers.

Methods of Presentation:

1. Informal lecture and discussion

2. Audio tapes

3. Role plays

Methods of Evaluating Student Progress:

1. Weekly logbooks

2. Participation

93

Minimum Student Materials:

None

LOS ANGELES HARBOR COLLEGE

PSYCHOLOGY OF PARENT-CHILD RELATIONS FOR THE FOSTER PARENT
PSYCHOLOGY 40 1/2 Unit

COURSE DESCRIPTIONS:

This course gives help and practical ideas to foster parents and those who deal with foster children in a compact, relevant, usable form without dwelling on theories, psychological vocabulary and methodology.

The course covers various alternatives available in dealing with children on discipline and self-esteem while the foster parent maintains his own mental health and self-esteem.

GENERAL OBJECTIVES:

1. To develop a more objective approach to viewing children's behavior.
2. To identify and give various alternative solutions to problems and conflicts encountered in dealing with foster children.
3. To be able to help increase a child's feeling of self-worth.

STUDENT BEHAVIORAL OBJECTIVES:

1. Student will be able to identify 4 ways to increase self-esteem in children.
2. Student will be able to identify 3 ways of encouraging desirable behavior in children.
3. Student will be able to list 5 problems encountered in being a foster parent.
4. Student will be able to list 2 or more possible solutions or ways of dealing with each problem that is proposed, and its effects on the child.

TOPICS COVERED:

1. Ways of Encouraging Desirable Behaviors.
2. Ways of Changing Undesirable Behaviors.
3. Problems encountered in raising foster children.
4. Qualities parents don't care for in children's behavior that are desirable in adult behavior.
5. Ways to maintain self-esteem and mental health while being a foster parent or working with children.
6. The effects of self-esteem on behavior.
7. Exploring alternatives.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

FAMILY COMMUNICATIONS -- COURSE OUTLINE

Friday Evening

Introducations
Overview
Expectations
Contract with participants-their responsibility,
instructor's responsibility.

Values lecture/discussion

to encourage all participants to hold to their values and explore and listen and respect other's.

Area of control lecture/discussion

to help participants realize some things are out of their control and if they let go of the stress about that they can concentrate on affecting change in their area of control.

Saturday

COMMUNICATIONS

1. Sending skills.

How to make impact without offending.
How to be heard.
How to say what you mean.
How to influence attitudes.
How to be believed.
How to preserve self-esteem.

2. Listening skills.

How to teach responsibility through listening.
How to get the real meaning of a message.
How to be a counselor.
How to extract yourself from "games."
How to decide if you've heard the the real problem.

3. Taking Care of Yourself

The results of "unselfish childrearing."
Permissive vs. authoritarian.
Guilt, remorse, anger, depression, frustration.

SAN DIEGO CCD (continued)

Six Week Plan

1. Problem-solving techniques

   Assertion, Aggression, Passivity-inventory, examples, Basic communication skills-listening, sending practice.

2. Taking criticism without defensiveness

   Learning to leave elevated emotional temperature where it belongs.

   The structure of anger: in others, in self.

3. Giving Criticism

   Letting others know when their behavior is inappropriate.

   Dealing with others' defensiveness and anger.

   Listening skills.

4. Problem Solving: practical application

   Using new skills for solving existing situations.

   Small-group work, role-playing

   Dealing with crisis without becoming part of the crisis.

5. Family Communication Models

   Defining the roles in the family: rescuer, victim, trouble-maker, wallflower, etc. Changing the systems.

6. Review and practice

   Behavior modification: negative and positive reinforcement.

   What to do with left-over problems.

   Setting limits, making demands, using sanctions.

   Playing the "fair game." Teaching responsibility to yourself and your children.

Problems & Rewards of Foster Parenting
Cuesta College Workshop Series

March 17, 1979	"Joys and Sorrows of Being a Foster Parent"
March 24, 1979	"Building Self-esteem"
April 21, 1979	"The Challenge of Effective Discipline"
May 5, 1979	"Becoming a Foster Parent"

All workshops are free except for "Building Self-esteem" which is sponsored by Cuesta College Community Services in cooperation with San Luis Obispo Drug Abuse Program and Family Services Center of San Luis Obispo. The fee is $10 for that workshop; however, the Foster Parent Training Program has 20 free tickets for individuals interested in attending all four foster parent workshops.

The "Challenge of Effective Discipline" is from 1:00 to 3:00 p.m. and "Becoming a Foster Parent" is from 10 a.m. to 12 noon. They will both be held on the Cuesta College old campus in room 1513. Free childcare will be provided for these two sessions in the Cuesta College Children's Center which is located next door in room 1518.

For further information call Cuesta College's Office of Vocational Education, 544-2943, Ext. 240.

FOCUS : FOSTER PARENTS

JOIN US IN A SPECIAL DISCUSSION ON:

DEALING WITH FEELINGS

with Dr. Jimmy Turner, psychologist
Pacific Child and Family Counseling
Center, Oakland

and

FAMILY COMMUNICATION

with Ms. Sherri Glucoff Wong, Psychotherapist,
Instructor, John F. Kennedy University

ON: THURSDAY, MAY 24, 1979

TIME: 10 a.m. - 2 p.m.

PLACE: A 2 (Art Building)
Contra Costa College
2600 Mission Bell Drive
San Pablo, California
235-7800

How do you deal with your own feelings...of anger...of sadness.. of frustration? How do you help a foster child develop a sense of trust in his/her environment? How can you communicate your feelings in a direct way? What kinds of messages are you giving or receiving? How can you turn angry sessions into problem solving ones?...These areas in human relationships..and any other.. will be discussed....

SPONSORED BY

Contra Costa College
CCC Social Service Department
Foster Care Division
Foster Parents Association

This meeting will be geared to the needs of Foster Parents, but is open to the public. There is no charge.

LOS ANGELES CITY COLLEGE ★ FAMILY & CONSUMER STUDIES

ARE YOU A FOSTER PARENT?

WOULD YOU LIKE TO BE?

A SPECIAL COURSE ON FOSTER PARENT/CHILD INTERACTION

CHILD DEVELOPMENT 70A

1 Unit of Credit

GUEST SPEAKERS ★ FILMS ★ DISCUSSION

* PRACTICAL METHODS OF DISCIPLINE
* EXPECTED BEHAVIOR AT DIFFERENT AGES
* DEVELOPING CHILD'S POSITIVE SELF-IMAGE
* POTENTIAL REWARDS OF PARENT ROLE
* FOSTER PARENT EFFECTIVENESS TRAINING
* COMMUNITY RESOURCES FOR FOSTER PARENTS

COST: There is no tuition. All materials needed for the class will be provided. TIME: Tuesday, 7:30 p.m. to 9:30 p.m. BEGINS: April 17, 1979 and ends June 12, 1979. Registration will be held during the first class in the Administration Building, Room 204. For further information call Ms. Margaret Moore, 663-9141, ext. 234.

MERRITT COLLEGE

JUNE 2, 1979

A WORKSHOP IN PARENTING SKILLS

PROGRAM

8:30 – 9:00	Registration, coffee
9:00 – 9:45	"Special Families – The Role of the Parent" Sher. Glucoft-Wong, MSW, Family Therapist
9:45 – 10:20	"We are Still Parents" A special presentation by inmates of Plesanton Federal Institution and Cathie Nelson, Foster Parent Recruiter.
10:30 – 12:00	WORKSHOPS: Please attend one workshop, a.m. and switch for p.m.
and	
1:00 – 2:30	A. Assertive Parenting and Teaching – Skills in Clear Communications David Warren M.A. Marriage, Family, Child Counselor.
	B. Methods of Dealing with Children with Developmental Disabilities Linda Barde M.A. Instructor in Developmental Disabilities and Therapeutic Recreation Chabot College.
12 – 1	LUNCH – Opportunity to explore personal concerns and share information with workshop leaders. Box lunches will be provided
2:30 – 3:00	Evaluation, Planning
3:00 – 3:30	Summary statements
	Participants who wish to earn ½ unit credit will write a summary statement about the workshop.

MERRITT COLLEGE PRESENTS

FOSTER PARENTING

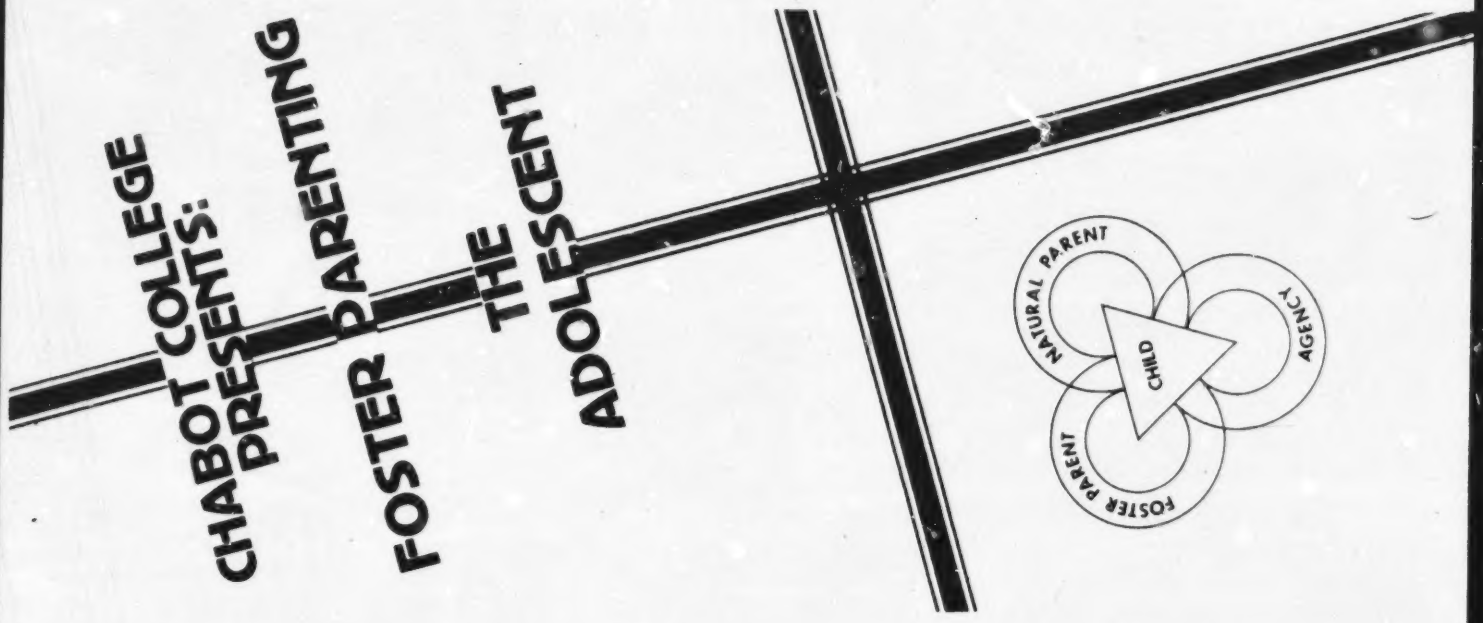
MUCH DONE MUCH TO DO

IN COOPERATION WITH ALAMEDA COUNTY CHILDREN'S PROTECTIVE SERVICES, THE ALAMEDA COUNTY FOSTER PARENT ASSOCIATION AND CHABOT COLLEGE

FOSTER PARENT WORKSHOP*
April 28, 1979
Modesto Junior College, East Campus
(map on back)
RECITAL HALL

*Child Care Provided

11:30-12:30	POT LUCK LUNCH: Bring lunch food to share. Bring your utensils. Children are welcome. Coffee and punch provided.	(We will be eating outside)
12:30-1:30	Introduction and Main Speaker: Rhonda Kloempken, President State Foster Parent Association Recital Hall	
		Room
1:40-2:40	1. Creative Discipline Group Leaders: Ron Phillips, Wilma Arnold, Minnie Elam	Founders Hall 176
	2. Accepting the Foster Child Group Leaders: Sunny Johansen, Katherine Corey	Founders Hall 178
	3. Rights of the Foster Parent: Rhonda Kloempken	Founders Hall 180
2:50-3:50	1. Special Topic for Receiving Home Parents; "Separation" Group Leader: Mary Phillips	Founders Hall 182
	2. "Adjusting to the handicapped foster child" Group Leaders: Arlene Mrozinski, Carl Piercefield	Founders Hall 180
	3. "Dealing with teenagers: any number of problems" Group Leaders: John Yost, Joy Hartsfield, Bobette Harper	Founders Hall 178
	4. Development process: "What to Expect" Group Leaders: Pam Fisher, Helen Ralph	Founders Hall 176
	5. Prospective foster parents: Orientation Group Leaders: Fran Bryant, Esther Lee	Founders Hall 171
4:00-4:15	Review and Evaluation	RECITAL HALL



Reserve May 19th For a Special Event!

A One-Day Workshop: 8:30 a.m. - 3:00 p.m.

FOSTER PARENTING:
"MUCH DONE" and "MUCH TO DO"

Workshop Topics

"Understanding Children with Developmental Disabilities" and "Assertive Parenting"

No Cost To Pre-register Call 781-6851

"FOSTER PARENTING THE ADOLESCENT" ECD 98.19-71

(A COURSE FOR PROSPECTIVE, NEW, AND EXPERIENCED FOSTER PARENTS)

Early Childhood Development 98.19-71
Begins May 9th at 7:30 p.m.

The design of the course is exploratory in nature, in order to provide as much information as needed and yet to provide ample opportunities for individual interests and problems.

This course will explore the special relationship between foster parents and adolescents in placement. There will be discussion of adolescence as a developmental stage and very practical discussion of the difficulties and satisfactions found in parenting teenagers in conflict.

TOPICS TO BE INCLUDED ARE:

---Understanding the normal developmental needs of teenagers.

---Improving one's ability to "listen" to the adolescent.

---Understanding why communication between adults and teenagers often is blocked.

---The role of nutrition in teenage problems.

---Living with teenagers: Ways of getting along.

---Helping teenagers cope with problems of identity, life-planning, sexuality and handling peer pressure.

THESE TOPICS WILL BE DISCUSSED IN TERMS OF SPECIFIC REFERENCE TO ADOLESCENTS IN FOSTER PLACEMENT.

INSTRUCTORS: The course will be taught by Mary Lou Carson and Sharon Lazaneo. Ms. Carson is a part-time instructor at Chabot College and Ms. Lazaneo is also a Chabot College part-time instructor and currently is employed by Alameda County Probation Department.

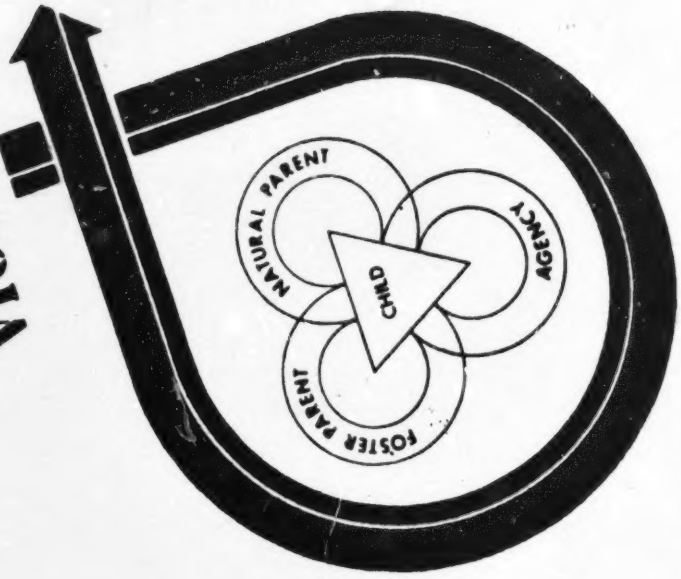
REGISTRATION INFORMATION: ECD 98.19-71 is a one-unit course. Registration can be done at the time of the first class meeting. There is no cost for the course.

TIME AND PLACE: The course will be offered on Wednesday evenings from 7:30 - 9:45 p.m., for six weeks beginning May 9th and concluding June 13th. The course will take place at Chabot College, Hayward Campus, Bldg. 2000 Rm 2005.

HAVE QUESTIONS?? - Call Bob Wood at (415) 786-6851.

MERRITT COLLEGE
PRESENTS

FOSTER PARENTING OF CHILDREN VIOLENCE



IN COOPERATION WITH ALAMEDA COUNTY CHILDREN'S PROTECTIVE SERVICES AND THE ALAMEDA COUNTY FOSTER PARENT ASSOCIATION

MERRITT COLLEGE
12500 Campus Drive
Oakland, CA 94619

Reserve June 2nd For a Special Event!

A One-Day Workshop: 8:30 a.m. - 3:00 p.m.

FOSTER PARENTING:
"MUCH DONE" and "MUCH TO DO"

Workshop Topics

"Understanding Children with Developmental Disabilities and Assertive Parenting

No Cost To Pre-register Call 531-4911 Ext. 306, 277

FOSTER PARENTING : CHILDREN OF VIOLENCE

(A Course For Experienced, New, and
Experienced Foster Parents)

CHILD DEVELOPMENT 48

1 Unit Credit

INSTRUCTORS: Mary Lou Carson and Sharon Lazaneo

Ms. Carson and Ms. Lazaneo are consultants for the San Francisco Child Abuse Council and have extensive experience working in Protective Services with abused children in abusing families.

WHEN: Meets 5 Mondays beginning May 7 to June 18. One additional meeting will be arranged with participants. 7:30 - 9:45 p.m.

WHERE: Merritt College Campus, 12500 Campus Drive Bldg. P Room 308B

REGISTRATION: Register the first night of the class. No fee.

THE COURSE WILL DEAL WITH PARTICULAR UNDERSTANDING AND SKILLS FOSTER PARENTS NEED TO WORK WITH CHILDREN FROM ABUSING FAMILIES.

SOME OF THE TOPICS TO BE COVERED INCLUDE:

- WHAT IT IS
- WHY IT HAPPENS
- HOW TO IDENTIFY
- SPECIAL NEEDS OF ABUSED CHILDREN
- POSITIVE DISCIPLINE

THE DESIGN OF THE COURSE LEAVES AMPLE OPPORTUNITY TO EXPLORE INDIVIDUAL INTERESTS AND PROBLEMS.

Partial reimbursement for transportation and child care.

This Course will be accepted for Child Development Majors.

QUESTIONS?? Call Madree Scott (415) 531-4911 Ext 277

APPENDIX F

SURVEY FORMS (SELECTED)

SAN DIEGO CCD

FOSTER PARENT EDUCATION PROJECT PRE-TEST
SPRING, 1979

Please put an "X" in the column which most closely corresponds to your response to the following questions.

	Almost Always True	Some-Times True	Rarely True	Never True
1. When my partner (significant other) does something that bothers me I feel free to tell him/her about it.				
2. When my child does something that bothers me I feel free to tell him/her about it.				
3. When I do something my partner (s.o.) doesn't like I think he/she feels free to tell me about it.				
4. When I do something my child doesn't like I think he/she feels free to tell me about it.				
5. When I am angry I refrain from name-calling and blaming.				
6. When I am upset I am able to refrain from sulking and withdrawing.				
7. I do not use sarcasm with my partner (s.o.).				
8. I do not use sarcasm with my children.				
9. I do not complain about a family member without first confronting the person who is bothering me.				
10. Everyday I tell my partner (s.o.) something specific I appreciate about him/her.				
11. Everyday I tell my child something specific I appreciate about him/her.				
12. I am satisfied with the amount of physical stroking, holding, touching that I give to my family.				
13. I am satisfied with the amount of physical stroking, holding, touching that I get from my family.				

FOSTER PARENT PRE-TEST CONTINUED

	Almost Always True	Some-Times True	Rarely True	Never True
14. Our/my children see us/me solving problems in a constructive, caring way.				
15. Our/my children know I value my self and take good care of myself.				
16. I am able to accept feelings, values and perceptions that are different from mine.				
17. I take responsibility for my own happiness and well-being and refrain from blaming other people for my status in life.				
18. I am concerned about spoiling my child/children.				
19. I feel incompetent as a parent.				
20. I disagree with my partner (s.o.) regarding child-rearing practices.				
21. I give into a child too easily and too often.				
22. My job and/or home demands I limit my time I can spend with my child.				
23. I feel happy about being a parent.				
24. I spend too much time with my child.				
25. I have trouble communicating with my partner (s.o.).				
26. I disagree with my partner/family regarding money matters.				
27. I feel inadequate in handling family problems.				
28. I feel that my child/children has all the power.				
29. I am anxious when family conflicts arise.				

FOSTER PARENT PRE-TEST CONTINUED

	Almost Always True	Some-Times True	Rarely True	Never True
30. I cannot find effective solutions to family problems.				
31. I have trouble talking with my child.				
32. I have difficulty making family decisions.				
33. I am concerned about a lack of cooperation in my family.				
34. I feel guilty when I can't love a child.				

SOLANO COMMUNITY COLLEGE

NAME

Last First Spouse Name

ADDRESS

Number Street City Zip

Telephone Number_____ Best Time to Contact_____

Time and day of workshop (Please circle first choice)

Day preference: 1. Mon 2. Tues. 3. Wed. 4. Thurs. 5. Fri. 6. Sat.

How long? 1. 1/2 day - 9:00 a.m. - 1:00 p.m.

2. 1/2 day - 1:00 p.m. - 5:00 p.m.

3. 1/2 day - 6:00 p.m. - 10:00 p.m.

4. full day 9:00 a.m. - 4:30 p.m.

How often? 1. one day per month

2. two days per month

Number of Children:

Under age 2? _____

2 years to 5 years? _____

6 years to 12 years? _____

Will both foster parents participate? Yes_____ No_____

Child Care (Please circle one)

1. need child care on site (will bring children to workshop)

2. can arrange child care if some reimbursement is possible

Transportation: (Please circle one)

1. need transportation for_____ adults and_____ children

2. do not need transportation

111 COMPTON COLLEGE (1974-75)

Workshop Interests: (Please enter a number in circle from 1 to 19 in order of your preference)

( ) Child development from infancy to age 8

( ) Child development from age 9 thru adolescence (age 16)

( ) Problems such as lying, stealing, bed wetting

( ) Physical problems such as visual handicaps, hard of hearing

( ) Sexuality to include masturbation

( ) Retarded child

( ) Slow developer

( ) Hyperactive child

( ) Emotionally disturbed child

( ) Hereditary and developmental problems

( ) Medical and health resources

( ) Schools and educational resources

( ) Placement agencies policies and social worker's role

( ) Legal aspects of foster care

( ) Social relationships of foster children

( ) Relationship with the natural family

( ) Foster parents role and expectations of foster children

( ) Foster fathers role and relationship

( ) Your suggestions (Please list)

LOS ANGELES HARBOR

FOSTER PARENT SURVEY

1. I am interested in taking another 1/2 Unit course in the fall if given by Harbor College.

Yes No

2. Please write yes by any topics you feel would be especially helpful to you.

_____ How can we improve our working relations with social workers?

_____ How can we deal with our children's natural parents?

_____ How can we better understand and deal with adolescent problems?

_____ How can we improve our image as Foster Parents in the Community?

_____ Impact of placement on the foster child - foster family.

_____ Sex problems encountered with foster children.

_____ How to talk to and deal with aggressive people.

_____ At what point does our wish to help another become a detriment to our own mental health.

_____ How can I keep up my spirit and courage.

_____ What legal procedures should I be aware of in being a foster parent?

_____ How to be more assertive.

_____ Insurance.

_____ Handling a situation where the child tells a lie about me.

_____ Coping with stress.

_____ Policies and procedures of agencies.

_____ Dealing with the angry child.

_____ The runaway child.

_____ Other, please explain. 113

APPENDIX G

EVALUATION FORMS (SELECTED)

FOSTER PARENT WORKSHOP QUESTIONNAIRE
CERRITOS COMMUNITY COLLEGE
SATURDAY, MAY 5, 1979

1. How long have you been a foster parent? _____ Years

2. Number of children currently in home:
   under age two _____
   2 years to 5 years _____
   6 years to 12 years _____
   13 years to 18 years _____

3. Rate the two workshop presentations you attended: "1" the most helpful, "2" next most helpful.

   _____ Special Problems of Teenagers
   _____ Alternative Methods of Discipline
   _____ Growing Up - Male and Female

4. In the future would you be interested in attending another one day workshop?

   _____ Yes
   _____ No

5. Would you prefer future workshops or meetings to be:

   _____ weekday mornings
   _____ weekday afternoons
   _____ weekday evenings
   _____ Saturdays

6. Have you attended any foster parent workshops prior to today?

   _____ Yes
   _____ No

7. Have you attended any community college classes given for credit (units) regarding foster parents and children?

   _____ Yes
   _____ No

8. In the future would you be interested in taking any classes for credit (units) regarding foster parents and children?

   _____ Yes
   _____ No
   _____ 9 weeks in length
   _____ 18 weeks in length

9. What city do you live in? _____

Additional suggestions and topics regarding todays presentation or for the future.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

EVALUATION

Foster Parent Education Project
Family Communications Workshop

Weekend Portion
Spring, 1979

Put an "X" in the space along the line which best indicates your reaction to the following aspects of this workshop.

1. Was the workshop material relevant to family communication?

Not at all ——— Completely

2. Did you learn new things through the workshop?

Very little ——— Very Much

3. Can you use the new information you received?

Useless ——— Valuable

4. Workshop content was:

Too much theory ——— Very Practical

5. The workshop leader was:

Not helpful ——— Very Helpful

6. Overall view of the workshop:

Poor ——— Excellent

What did you like the most about the workshop? _____

_____

_____

What did you like the least about the workshop? _____

_____

_____

Any other comments: _____

_____

_____

SAN DIEGO COMMUNITY COLLEGE DISTRICT

EVALUATION

Foster Parent Education Project
Family Communications Course

6 week class
Spring, 1979

Put an "X" in the space along the line which best indicates your reaction to the following aspects of this class:

1. Was the class content relevant to family communication?

Not at all ——— Completely

2. Did you learn new information in this class?

Very little ——— Very Much

3. Can you use the new information you received in this class?

Useless ——— Valuable

4. Class content was:

Too much theory ——— Very Practical

5. Class teacher was:

Not helpful ——— Very Helpful

6. Overall evaluation of the class:

Poor ——— Excellent

What did you like most about the class? _____

_____

What did you like least about the workshop? _____

_____

Any other comments? _____

_____

SAN DIEGO COMMUNITY COLLEGE DISTRICT

OVERALL EVALUATION OF THE FAMILY COMMUNICATIONS PROJECT

1. Did you learn new communication skills? Yes ___ No ___

2. Did you have enough opportunity to practice the skills during sessions? Yes ___ No ___

3. Were you able to use any new skills...

   (a) with your children? Yes ___ No ___
   (b) with your spouse? Yes ___ No ___
   (c) with others away from home? Yes ___ No ___

4. Has there been any difference in your family's communication level since you started this course.

   worse ___ no change ____ better ___

   Comment: _____

   _____

5. Do you think that the intensive weekend workshop followed by the six weeks of class is a good format? Yes ___ No ___

   Why? _____

   _____

   _____

6. Do you think the course could be as effective taught as a straight 12 week class without the intensive weekend workshop? Yes ___ No ___

   Why? _____

   _____

   _____

7. Would you prefer to see the course taught as:

   (a) intensive weekend workshop with 6 weeks of classes Yes ___ No ___
   (b) 12 weeks of classes Yes ___ No ___
   (c) some other format -- explain below --

   _____

   _____

8. Do you think we should consider offering some form of a Family Communications class each year for those who want to take it? Yes ___ No ___

9. Would you have taken this course without the offer of child care reimbursement for the weekend workshop? Yes ___ No ___

10. Would you recommend this course to other foster parents even if we don't have child care funds available? Yes ___ No ___

11. Any suggestions for making this course more useful...relevant...meaningful...etc. would be appreciated. (Please note on the back of this page.)

CHABOT COLLEGE

Course Evaluation Questionnaire
Early Childhood Development 98.19
21 Respondents

We are very interested in learning your reactions to the course you have just completed. For each of the items below, circle the number or letter that best represents your reaction.

1. Was the course of personal value to you as a foster parent?

Definitely Yes	5	4	3	2	1	Definitely No

2. Was the content of the course practical and useful on a day-to-day basis?

Definitely Yes	5	4	3	2	1	Definitely No

3. Did the instructor take an active personal interest in the progress of the class?

Disinterested in the class	5	4	3	2	1	Interested in the class

4. Was the instructor consistently friendly and warm to class members?

Unfriendly Cold	5	4	3	2	1	Friendly Warm

5. Did your instructor seem well prepared to conduct each class session?

Usually ill prepared	5	4	3	2	1	Always well prepared

6. Do you think your instructor presented course material that was relevant and up-to-date?

Irrelevant out-of-date Material	5	4	3	2	1	Relevant up-to-date Material

7. Are you interested in additional courses related to foster parenting?

Yes_____ No_____

8. What topics would you like to see covered in other courses?

9. What schedule do you prefer for taking a course?

(a) one night per week for an entire quarter
(b) quarter length day classes
(c) mini-courses (3-6 weeks)
(d) Saturday one-day workshops

10. Would you be interested in seeing Chabot College develop a Certificate program for Foster Parents?

Yes_____ No_____

11. Additional comments. Please express your thoughts about the strength and weaknesses of this course.

CHAFFEY COLLEGE

Student Evaluation for ChDev 552

Students: Please answer the following questions as completely as possible.

1. Was the location of the class convenient? yes no
   If no, what location would be more convenient?

2. Was the time, day and length of class convenient? yes no
   If no, what would be more convenient?

3. Should this type of class be offered for transferable credit? yes no
   If no, what alternative would you suggest?

4. What subject areas did you find the most useful?

5. What subject areas covered in class need more time or should be offered as a separate class?

6. What type of subject matter should be added to the class that was not covered this quarter?

7. What subject matter could have been eliminated from the class?

8. What suggestions do you have on how to encourage attendance and/or participation in class?

9. What additional kinds of classes should be offered in this area?

10. Should the course of study lead to a certificate?

11. What agency(s) need to be contacted about recognizing the certificate?

12. How many classes should be offered per quarter or semester?

13. How do you feel student evaluations should be arranged in a class such as this?

14. How do you feel teacher evaluations should be arranged in a class such as this?

15. What % of time would you like to spend in field trips, discussion, psychodrama, lecture, individual research or projects and guest speakers?

LOS ANGELES HARBOR COLLEGE

EVALUATION

Please do not put your name on this paper

1. What I like best about this class was

2. What I liked least about this class was

3. The area or topics covered that I liked best and got most out of were

4. I would rather not have heard so much about

5. I feel we didn't talk enough about

6. What I liked best about the teacher was

7. What bugged me most about the teacher was

Please grade the course: (circle one) A B C D F

Please grade the instructor: (circle one) A B C D F

KEYS

A = Excellent

B = Very Good

C = Satisfactory

D = Poor

F = Unsatisfactory

MODESTO JUNIOR COLLEGE

FOSTER PARENT INSERVICE WORKSHOP

Dear Foster Parent:

Your evaluation of the workshop is most important in that what you have to say gives us some idea as to the extent we are meeting your needs. Meeting your needs for inservice training is our primary goal.

Enclosed you will find two evaluation forms:

1. One form deals with your feelings about the workshop.
2. The other form deals with some situations that you could face in your relationship with a teenager and the way in which you would handle them.

Both forms of evaluation are important. Remember, we need your help if we are to succeed in our efforts.

Please respond to the questions below. Do not sign your name.

1. I found the workshop to be:
   _____ a. very helpful to me
   _____ b. of some value
   _____ c. a waste of time
   Comments: _____

2. I thought the subject matter was:
   _____ a. of great importance because it dealt with problems we are facing now.
   _____ b. of no importance because I knew everything that was talked about and am able to deal with these kinds of problems.
   _____ c. a poor choice.
   Comments: _____

3. I think you should have discussed:
   a. _____
   b. _____
   c. _____
   d. _____

SHASTA COLLEGE

FOSTER PARENT TRAINING PROGRAM NEEDS ASSESSMENT FORM

NAME

Last First Spouse Name

ADDRESS

Number Street

Telephone Number Best Time to Contact

City Zip

Best Workshop Time

Morning_____ Afternoon_____ Evening_____

Will both Parents Participate?

Yes_____ No_____

Number of Children

Under 2_____ 2 to 5 years_____

6 to 12 years_____ over 12_____

Handicapped_____

Do You Need Child Care?

Yes_____ No_____

Do You Need Transportation For Workshops?

Yes_____ No_____

WORKSHOP INTERESTS

	Degree of Interest		
	High	Mod.	Low
Child Development			
Problems such as lying, stealing, bed wetting			
Parent Effectiveness			
Working with the Handicapped			
Retarded Child			
Slow developer			
Hyperactive child			
Emotionally disturbed child			
Hereditary and developmental problems			
Community medical and health resources			
Educational resources			
Placement agencies, policies, and the social worker's role			
Legal aspects of foster care			
Social relationships of foster children			
Relationship with natural family			
Foster parents role and expectations of foster children			
Planning for the future			
Other (Please Describe Below)			

APPENDIX H

PERMANENT MATERIALS

CHAFFEY COLLEGE

Films and Videotapes

1. Children in Trouble - The Filmmakers
2. Scared Straight

Books

1. Murphy, Lois: Growing Up in Garden Court, Child Welfare League of America, Inc.
2. Treishman: The Other 23 Hours.
3. Rutter, Barbara A.: The Parent's Guide To Foster Family Care, Child Welfare League of America, Inc.
4. Appelberg, Esther: Uprooted, Child Welfare League of America, Inc.
5. Lowder, Elizabeth A.; Andrews, Roberta B.; Parsons, Jon R.: Five Models of Foster Family Group Homes, Child Welfare League of America, Inc.
6. Standards For Group Home Service For Children, Child Welfare League of America, Inc.
7. Group Care of Children, Child Welfare League of America, Inc.
8. Lambert, Paul: The ABC's of Child Care Work in Residential Care, Child Welfare League of America, Inc.
9. Taylor, Joseph L.; Singer, Jerome L.; Goldstein, Harriet; Tsaltas, Margaret O.; Kasowski, Elaine: A Group Home For Adolescent Girls: Practice and Research, Child Welfare League of America, Inc.
10. Rose, Carol M.: Some Emerging Issues in Legal Liability of Children's Agencies, Child Welfare League of America, Inc.
11. Russo, Eva Manolf: Salary Study 1978, Child Welfare League of America, Inc.

Periodicals

Child Welfare; Journal of the Child Welfare League of America, Inc.

1. Maluccio, Anthony N.: Residential Treatment of Disturbed Children: A Study of Service Delivery. April 1974, Volume LIII. Page 225.
2. Miller, Margaret D.: Improving Standards for Child Care Institutions: A Study in Procedure. April 1974, Volume LIII. Page 237.
3. Rozentals, Vaira; Piper, Aaron C.; Whipple, Hugh: Professionalizing the Child Care Worker. November 1974, Volume LIII. Page 563.
4. Finkelstein, Nadia Ehrlich: Family Participation in Residential Treatment. November 1974, Volume LIII. Page 570.

5. Herstein, Norman: The Challenge of Evaluation in Residential Treatment. March 1975, Volume LIV. Page 141.

6. Littner, Ner: The Importance of the Natural Parents to the Child in Placement. March 1975, Volume LIV. Page 175.

7. Mayer, Cooetz; Pearson, James C.: Social Control in the Treatment of Adolescents in Residential Care: A Dilemma. April 1975, Volume LIV. Page 246.

8. Hoffman, Linda R.; Lehman, Virginia; Zev, Eli D.: A Group Home-Hospital Treatment Model for Severely Disturbed Adolescents. April 1975, Volume LIV. Pagre 283.

9. Schulman, Rena: Examples of Adolescent Group Homes in Alliance with Larger Institutions. May 1975, Volume LIV. Page 341.

10. Huffman, Starr: Some Observations on Weekend Foster Home Visitation as a Step Out of the Institution. May 1975, Volume LIV. Page 351.

11. Dowling, Scott: The Treatment of Severe Developmental Disturbances in Cottage Programs. June 1975, Volume LIV. Page 395.

12. Maier, Henry W.: Learning to Learn and Living to Live in Residential Treatment. June 1975, Volume LIV. Page 406.

13. Beker, Jerome: Development of a Professional Identity for the Child Care Worker. June 1975, Volume LIV. Page 421.

14. Crow, Mervin R.: Quality Control in Child Care Staff Selection. July 1975, Volume LIV. Page 513.

15. Martin, Lawrence H.; Pozdnjakoff, Ija; Wilding, Joyce: The Uses of Residential Care. April 1976, Volume LV. Page 269.

16. Johnson, Harvey L.; Nutter, Carolyn; Callan, Lyne; Ramsey, Richard: Program Evaluation in Residential Treatment: Some Practical Issues. April 1976, Volume LV. Page 279.

17. Stevens, George T.; Mueller, Carl: A Child Care Career Ladder. May 1976, Volume LV. Page 319.

18. Lambert, Paul: Memo to Child Care Workers: Notes on the Management of Sex and Stealing. May 1976, Volume LV. Page 329.

19. Sivan, Raymond W.: Memo to Caretakers: on Children's Learning Styles, May 1976, Volume LV. Page 335.

20. Scallon, Richard J.; Vitale, James; Eschenauer, Robert: Behavior Modification in a Residence and School for Adolescent Boys: A Team Approach. September/ October 1976, Volume LV. Page 561.

21. Hirschback, Ernest: Memo to Child Care Workers on Their Role in Group Homes. December 1976, Volume LV. Page 691.

Books:

1. Bauer, Marion D. Foster Child
2. Carrieri, Joseph R. Foster Child: from abandonment to adoption
3. Fanshel, David Toward more understanding of Foster Parents
4. Fanshel, D & Shinn Children in foster care: A longitudinal investigation
5. Gruber, Alan R. Children in Foster Care
6. Horejsi, Charles R. Foster family care: A Handbook For Social Workers
7. Jenkins, S. & Norman Beyond placement: Mothers View Foster Care
8. Keith-Lucas, A. & Sanford, C. - Group Child Care as a Family Service
9. Kline, D & Overstreet Foster Care of Children:
10. Sarason, Irwin G. A Guide to Foster Parents

ORANGE COAST COLLEGE

1. Foster Parent Resource Directory - April 1979 Editor-Glenda Riddick

OXNARD COLLEGE

PARENT BOOKS:

1. Parent Effectiveness Training Thomas Gordon
2. Between Parent and Child Haim Ginott
3. Living with Children Gerald R. Patterson and M. Elizabeth Gullivan
4. Your Child's Self-Esteem Dorothy Briggs
5. New Methods of Discipline

TAFT COLLEGE

1. Video Tape - "Burden or Blessing; 2nd Generation", Directed by Kyle Northway. (51 min. 37 sec.)

22. Herstein, Norman: Reflections on the Primacy of the One-To-One Model in Residential Treatment. May 1977, Volume LVI. Page 311.

23. McInnis, Elizabeth T.; Marholn, David: Individualizing Behavior Therapy for Children in Group Settings. July 1977, Volume LVI. Page 449.

24. Herstein, Norman; Simon, Neal: A Group Model for Residential Treatment. November 1977, Volume LVI. Page 601.

25. Shostack, Albert L.: Staffing Patterns in Group Homes for Teenagers. May 1978, Volume LVII. Page 309.

Games

1. Body Talk - a psychology Today Game, 1970.

CUESTA COLLEGE

1. Film - "A Family Talks About Sex" (16 mm)

2. 2 KCA 60 Sony Video Tapes for recording the Dorothy Briggs lecture on "Building Self-Esteem".

L. A. HARBOR COLLEGE

Filmstrips and Cassettes:

1. "Changing the System" - filmstrip and cassette

2. "Dealing with Stress" - two filmstrips, two cassettes, one Teachers Guide.

3. "Violence in the Family" - four filmstrips, four cassettes, one Teacher's Guide .

4. "Your Emotions : The Coping Process" - two filmstrips, two cassettes, one Teacher's Guide.

MODESTO JUNIOR COLLEGE

Films:

1. "Personality: Early Childhood" (16 mm film).

2. "Personality: Adolescence" (16 mm film).

3. "Childs Play" - film.

4. Divorce and Separation" - filmstrip and cassette.

APPENDIX I

CERTIFICATES (SELECTED)

SOLANO COMMUNITY COLLEGE

Certificate of Achievement

THIS IS TO CERTIFY THAT

_____

HAS SUCCESSFULLY PARTICIPATED IN

_____ workshop

PROVIDED BY SOLANO COMMUNITY COLLEGE
AND THE
SOLANO COMMUNITY COLLEGE
FOSTER PARENT ADVISORY COMMITTEE

UNIVERSITY OF CALIF.
LOS ANGELES
AUG 24 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

President Solano Community College

President Foster Parents Advisory Committee

Division Chair Fine & Applied Arts

Printed by SOLANO COMMUNITY COLLEGE GRAPHIC ARTS SERVICES